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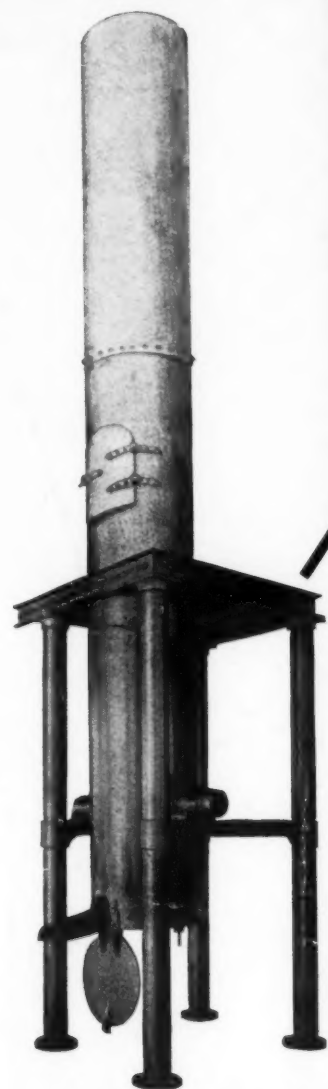
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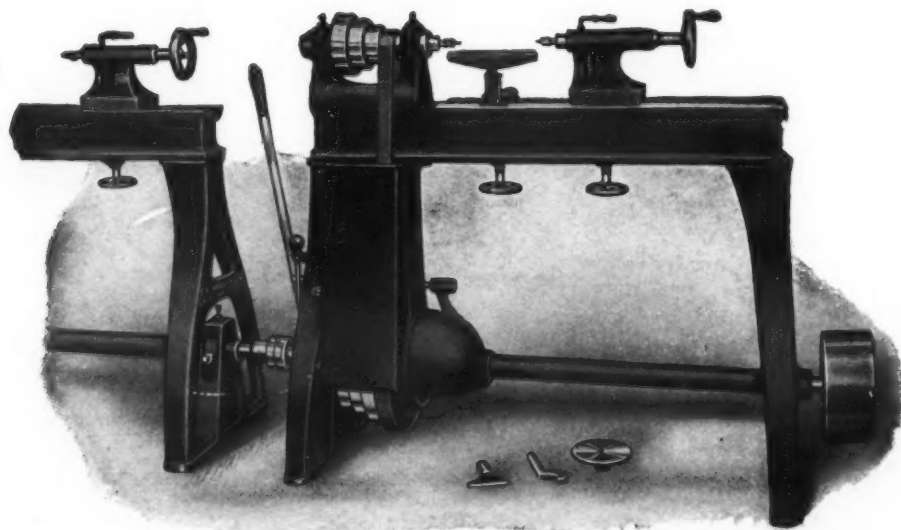
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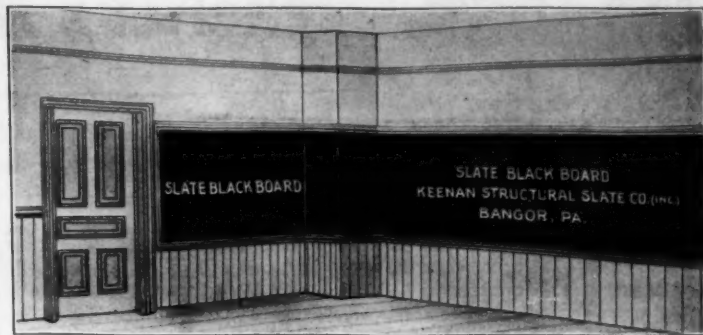
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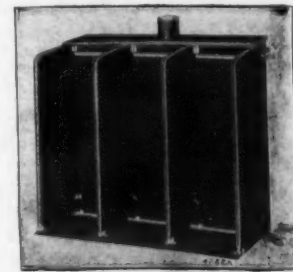
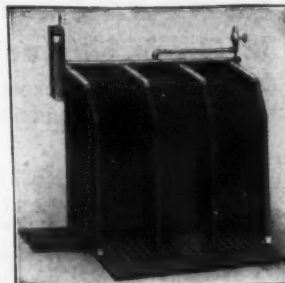


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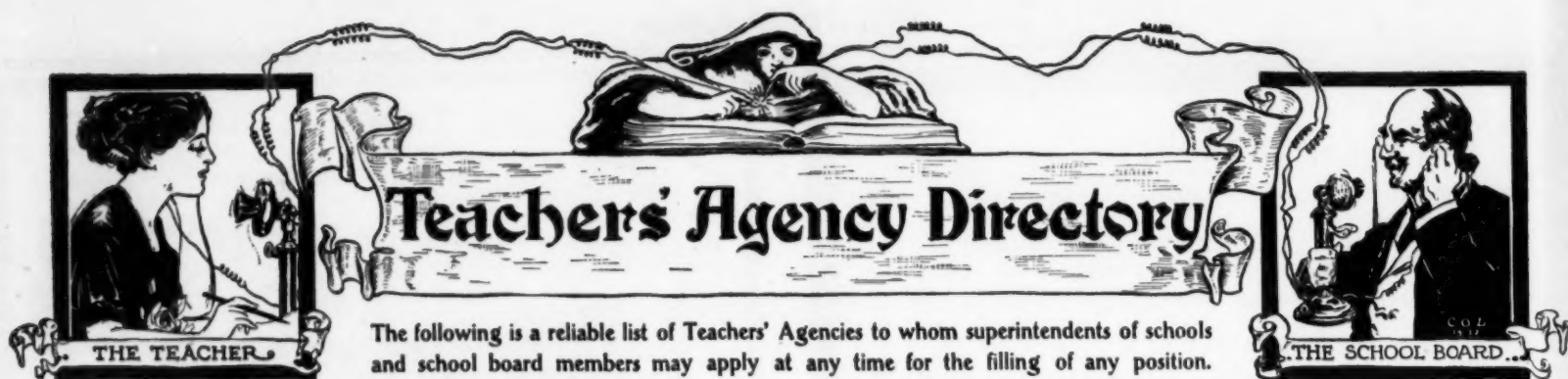
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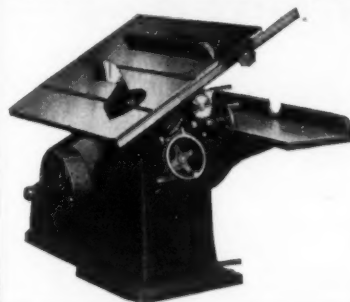
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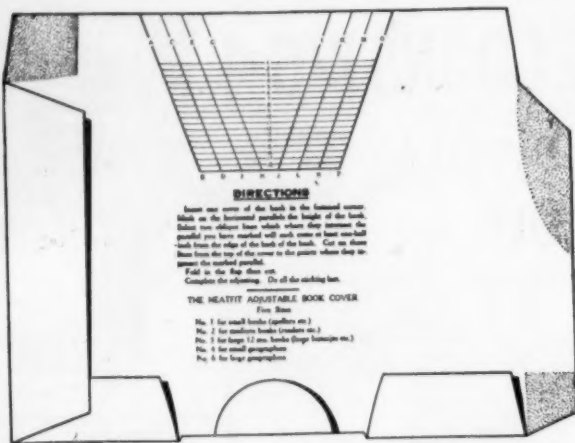
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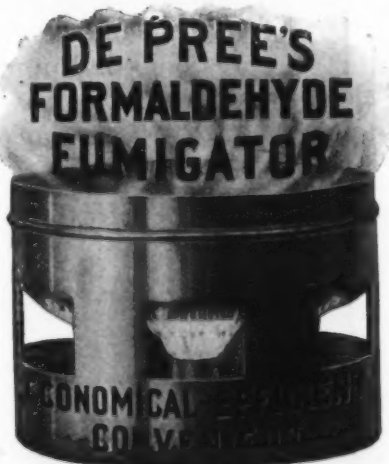
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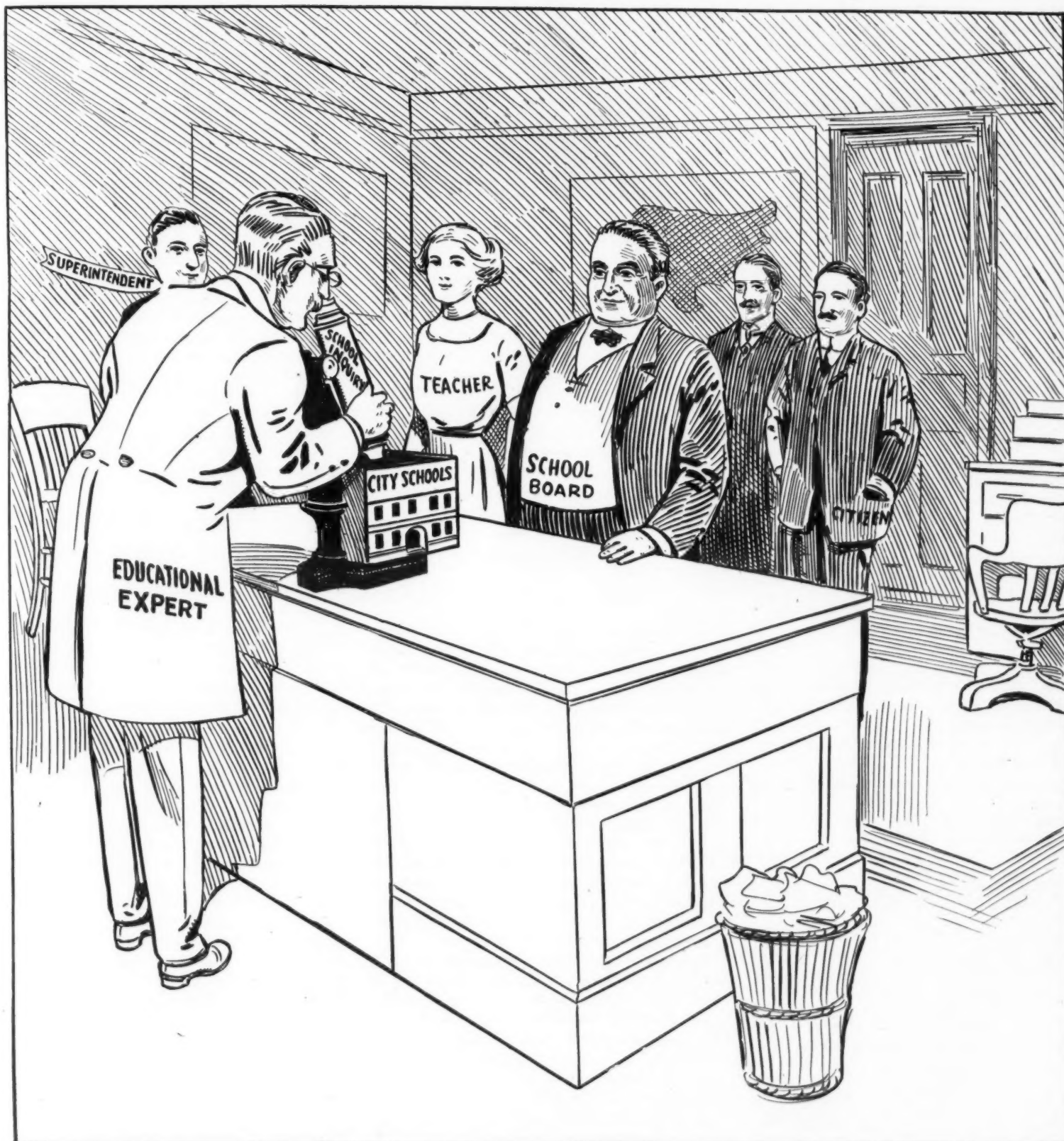
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WORTH WHILE FOR THE SAKE OF THE CHILDREN

JOHN E. SWEARINGEN—EDUCATOR

By J. L. SHERARD, Esq., Anderson, S. C.

Carrying every detail of the educational system of South Carolina in his strong mind and moulding it along lines of increased efficiency—this is the great work that John E. Swearingen, the blind state superintendent of education, is doing with such splendid satisfaction to the people he serves.

Mr. Swearingen is a young man. But, measured by the results achieved in a short career, the sum of his accomplishments would do credit to a full-rounded life. At the age of fourteen, while hunting on his father's farm, the explosion of a gun rendered him totally blind. A youth of fine mental parts and cheerful optimism, the terrible accident failed to cool the ardor of his ambition. After receiving his preliminary education at the state institution for the blind, he entered the state university at Columbia and instantly astounded the student body by his brilliant class record. At the end of the four years' course, through all of which he shared in the sympathies and activities of college life as best he could and always with a ready smile, he faced the world crowned with the highest honors his alma mater could bestow. A conspicuous wonder of his college days was the remarkable head he had for "math", the *bête noir* of the average student. An intricate problem of higher mathematics his analytical mind welcomed as a thing of easy mastery and a joy forever.

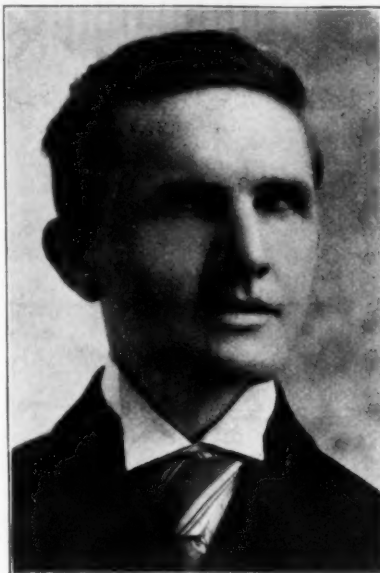
For several years after his graduation Mr. Swearingen served as a member of the faculty of the institution for the deaf and blind at Cedar Springs, where his early training had been received, and no work perhaps has been closer to his heart than those years of patient, loving service given to the teaching, encouraging and pointing the way of life to the unfortunate boys and girls whose tender sympathies he could so well appreciate.

In 1908, he became a candidate in the primary election of his party for state superintendent of education, and won over two competitors. He scorned to appeal to the voters on the score of his misfortune, as a demagogue would have done, but took the high ground that no man should be chosen to public office except upon the condition of mental capacity and character. He is now rounding out his second term in office and was chosen in 1912, without opposition, for a third term.

The amount of clerical work this gifted man can do is amazing. His mind retains accurately what is read to him, and he is seldom put to the trouble of looking up references as the average man is required to do. Mention any county in the state, and he will tell you off-hand as much about its school system as the local superintendent knows—perhaps more.

Mr. Swearingen is intensely earnest in his work. He puts his whole heart and soul into it. He knows the defects of the public school system, and he is laboring, with a full understanding of its needs, to lift it to the highest possible standard of efficiency. One of his first official acts was to secure an appropriation from the legislature to lengthen the school term in weak districts. Every year since the appropriation has been increased as a result of his wise management. He was not in office long before he saw that wide differences in local wealth and in local support of schools made state action absolutely necessary to a public school system worthy of name. His policy in this instance has more than doubled the special tax districts in the state, and is fast stimulating the right kind of public interest in the education of the masses.

A general fund for the support of high schools, the consolidation of weak schools in



HON. JOHN E. SWEARINGEN,
State Superintendent of Instruction of South Carolina.

rural communities, the lengthening of terms, professional supervision of country schools, a uniform scholarship act, increase in salaries for county superintendents and measures for their removal as far as possible from the dangers of partisan politics, successful co-operation between superintendents and farm demonstration organizations—these are some of the reforms he has accomplished in office.

Mr. Swearingen modestly gives the credit of this progress to the public instead of taking it

himself. He says that it merely represents the awakened educational spirit of the people. But to his intelligent work for the schools, more than to all other agencies, is due the sympathetic interest of teachers, trustees and patrons. He is a thorough believer in colleges and high schools, but the most important work before the people at present, he thinks, is the better training of the thousands of boys and girls who will never advance beyond the elementary schools.

This unassuming young man, whose phenomenal success gives promise of greater things for the future, is earnest and practical, bright and cheerful, and full of the joy and love of life. He knows his work and believes in it. He is as devoid of frills and flourishes as his uncle, Senator Tillman, to whom he bears a strong resemblance. A clear and logical reasoner, he affects no rhetorical rubbish, but, in striking contrast to the artful political spell-binder employs a forceful, convincing style that leaves food for thought when the sound of his voice is no longer heard.

Earnestly devoting his energies to the ambitious educational program he has outlined, he has steadfastly declined to give it up for other political honors. He has been urged to run for governor or the United States Senate, and—after his chosen work is done—it is on the cards no doubt that he will some day be called to one or both of these exalted positions. At any rate, he has a keen, comprehensive grasp of public questions and public needs, and no one doubts for a moment that by character, training and ability he has admirable stuff for the kind of public service these latter days so strongly demand.

The Selection and Tenure of Office of Assistant Superintendents and Supervisors

By J. M. GWINN, Superintendent of Schools, New Orleans, La.

To enable me to present the facts in regard to the selection and tenure of office of assistant superintendents and supervisors, I sent a questionnaire to the superintendents of thirty-one of the largest cities in the United States. I received replies from twenty-seven cities. The questionnaire called for information concerning the number of assistant superintendents and supervisors of various kinds; the conditions of eligibility for appointment of these officers; how their qualifications were determined; the method of appointment, whether by the school board alone, the superintendent alone or by the board on the nomination of the superintendent; the length of the term of office under the law, or rules of the school board and in practice in the various cities.

All of the twenty-seven cities replying, except Buffalo, Detroit, Louisville, Salt Lake and St. Paul, report from one to thirty-four assistant superintendents. I am informed that in Louisville and probably in Detroit assistant superintendents will soon be appointed. All cities reported the employment of from five to thirty-nine supervisors exclusive, in some instances, of assistant supervisors. Thirteen cities report supervisors of primary grades, nine supervisors of writing, twenty-two supervisors of physical education, eighteen supervisors of cooking and sewing, twenty-two have supervisors of manual training and industrial work, six supervisors of evening schools, eight supervisors of kindergartens, four cities have supervisors of special schools and activities and practically all report supervisors of music and drawing. Among the supervisors reported were those for German in

one city, social centers in two cities and grammar grades in two cities.

In eight of the twenty-two cities reporting assistant superintendents some legal conditions of eligibility are mentioned. It is significant that in sixty-four per cent of the cities no legal limitation whatsoever is set on the qualifications of assistant superintendents, while in the eight instances noted above the legal requirements in regard to qualifications are worded in such general terms as "must hold a teacher's certificate" or "must be practical educator." The most definite statement in regard to eligibility is found in the law of New York City where associate or district superintendents are required to be college graduates with five years of successful experience in teaching or supervision or in lieu of the college education must hold a principal's license obtained through an examination with an additional five years of experience in teaching or supervision.

It is evident that the makers of school laws and of the rules and regulations of the school board have felt that the qualifications of assistant superintendents are best left to the judgment of the superintendent who should not be hampered by legal or other restrictions. The superintendent is expected to know what qualifications are requisite in any assistant superintendent and his judgment is practically the sole basis for determining the qualifications of his assistants.

But seven cities require any examination of supervisors and in two of these the examination is for a teacher's certificate only. In

(Continued on Page 60)

The Effect of Promotion Rates on School Efficiency

By LEONARD P. AYRES, Ph. D., Director, Division of Education, Russell Sage Foundation

Five years ago 84 out of each 100 children in the elementary grades of sixteen of our large cities were promoted at the end of the school term. Last year 88 out of each 100 children in the same sixteen cities were promoted at the end of the school year. There is abundant evidence that a similar general increase in promotion rates is taking place throughout the country. Since this affects the school lives of thousands of our children, school officials are confronted by the problem of finding out in what ways and to what degree it affects the children and the schools.

If we were considering problems of business or transportation, the general principles involved would seem quite simple. If a train making regular trips between two far distant cities runs at less than its normal rate of speed, it will take more than the normal amount of time to cover the distance. Similarly in a school system the average per cent of promotion can be turned into terms of time so as to tell us how long it will take the average child to complete the eight grades of the elementary course if he stays to do it.

Time Required to Complete Eight Grades.

If every child in a school system should complete a full grade and be promoted at the end of every school year, the impossible ideal or normal rate of 100 per cent of promotions would be attained and the average child would complete eight grades in eight years. If only 80 per cent of the children are promoted at the end of each year, the average rate of progress is $\frac{80}{100}$ of the normal and hence the average child will require $\frac{100}{80}$ of eight years or ten years to complete the course. This computation, like all the following ones, is based on the assumptions that the promotion rate applies equally to the children throughout the course, that none die, and none leave before finishing.

If we can compute by the simple process indicated that a promotion rate of 80 per cent applicable to all the children means that the average child will take 10 years to complete eight grades, we can figure by the same method what other promotion rates mean in terms of the time required to complete the course. The results are presented in column A of the table and section A of the diagram.

The Size of the School Plant.

Suppose that conditions require our railroad trains to transport a given amount of merchandise each year. It is clear that in proportion as the speed of the trips is reduced extra cars will have to be added to carry the load.

The same principle applies to our school systems. The community hands over to the schools a new crop of children each year and they all have to be accommodated. In proportion as their rate of progress through the grades is reduced, the size of the school plant, the amount of equipment, and the number of teachers must be increased. If the average rate of promotions is 80 per cent, or $\frac{80}{100}$ of the normal, the size of the school plant required to accommodate the children must be $\frac{100}{80}$ or 125 per cent of the theoretical normal. When this is translated into terms of dollars, the results for even a small city are impressive. Figures showing the effect of different promotion rates on the size of the school plant are presented in column B of the table. The same data are shown in graphic form in section B of the diagram.

EDITOR'S NOTE—In the movement for reducing the number of non-promotions in the grades and thereby eliminating laggards and over-age pupils, no schoolman has contributed more than Dr. Ayres. The present article is an excursion into what may be termed "educational engineering" and shows how small changes in promotion rates have startlingly large results in terms of money and children's time.

Number of Failures Per 1000 Children.

When we say that the promotion rate is 90 per cent, we mean that of each 1000 children 900 are promoted and 100 fail of promotion. In a system having annual promotions there are seven promotion times before graduation in the eight years of elementary schooling. If during this entire period the average promotion rate were always 90 per cent, 100 out of the 1000 children would fail at each of the seven promotion periods and there would be 700 failures among the 1000 children in the eight years.

In a similar way the corresponding number of failures may be computed for each promotion percentage, because each time we drop the rate by one per cent, there will be 70 more failures among the 1000 children during the eight years. Following this method the number of failures among each thousand children in eight years has been computed for each promotion percentage from 100 down to 60. The results are presented in figures in column C of the table and illustrated in section C of the diagram. These data are an index of the degree to which the children are being trained in the habit of failure.

Promotions and Repeaters.

The child who is not promoted does the work of the grade over again. He is a repeater. But the number of children in each thousand who repeat grades during eight years of school life is not the same as the number of repetitions, for one child may repeat grades several times. The number of children who will repeat grades one or more times during eight years at any given constant promotion rate may be computed by constructing a grade distribution for a hypothetical school system in which 1000 children enter and are steadily promoted annually at, say, an 80 per cent rate, none die and none drop out.

Thus the first year there will be 1000 children in the first grade. Then 80 per cent of them are promoted and the second year there will be 200 of them left to repeat the first grade and 800 will go on to the second grade. In the third year the promotion rate of 80 per cent again applies to all of them and as a result 40 are left in the first grade, 320 are in the second grade, and only 640 have gone on to the third grade.

By repeating these computations we can carry our thousand children through eight years of elementary schooling and find out how many have not repeated grades and how many have. By the same method we may ascertain the corresponding figures for each promotion rate. The data showing the number of children in each thousand failing and repeating grades in the course of eight years of elementary schooling at each promotion rate from 100 per cent down to 60 per cent are shown in column D of the table and section D of the diagram. These figures are an index of the number of children who are trained in the habit of failure.

Promotions and Over-Age Children.

All children who are above the normal ages for their grades are over-age for one or both of two reasons; either they entered school late or they made slow progress. If we eliminate the first cause by assuming that all the children begin school at the normal age of from 6½ to 7 years, we may compute for each promotion percentage the number of children in each thousand who will be over-age at the end of eight years. Since low promotion rates mean slow average progress, one of the results will be the production of over-age children just as inevit-

ably as a slow speed for a train carrying perishable merchandise will result in an increased proportion of damaged goods.

By means of hypothetical age and grade tables, the percentage of over-age children resulting from each promotion percentage from 100 to 60 has been computed. In every case these computations are based on the propositions that 1000 children enter school each year at the age of 6½ to 7 years, the promotion rate is constant for eight years, no children die and none drop out, and the count of over-age pupils is made on the last day of the year before promotion. The results are presented in column E of the table and section E of the diagram.

Annual and Semi-Annual Promotions.

School administrators often speculate as to the results of changing from a system of annual promotions to a semi-annual one. From a purely mathematical point of view the answer is that the change has no effect whatever on the average progress rate of the children. If, for example, 80 per cent of all the children are promoted every time, it makes no difference in the average progress of the whole group whether the promotions take place once a year or ten times a year. But while the average progress of the children is not changed, their distribution through the different grades is materially affected.

If 100 children are promoted annually at a steady 80 per cent rate for eight years, we shall find them at the end of that time distributed through the grades as follows:

Grade	Children
4	3
5	11
6	27
7	38
8	21
Total	100

If the promotions take place semi-annually instead of annually, the distribution of these 100 children at the end of the eight years will be as follows:

Grade	Children
5B	3
6A	10
6B	19
7A	26
7B	24
8A	14
8B	4
Total	100

The difference between the two distributions is marked. Under the annual system 21 children have completed the eighth grade while, under the semi-annual system, only four have completed it. On the other hand the annual system has left three children in the 4th grade while the semi-annual one has left none lower than the 5B grade. The annual system has carried more children through on schedule time but left more far back in the grades, while the semi-annual system has carried fewer all the way through but left fewer badly retarded. The annual system has resulted in better conditions for the few while the semi-annual one has bettered them for the many. The difference between the two results may be more clearly seen if we picture the resulting distributions by representing each child in the fourth grade as a figure "4", each one in the fifth grade by a figure "5", and so on for those in the other grades. This gives us a distribution under the annual promotion system as follows:

Distribution by grades of 100 children after eight years of annual promotions at a constant rate of 80 per cent. Each digit represents one child and its denomination shows the grade the child is in.

		5	66666666
444	5555555555	6666666666	
(three)	(eleven)	(twenty-seven)	
	77777777		
	777777777	8	
	7777777777	8888888888	
	7777777777	8888888888	
	(thirty-eight)	(twenty-one)	

In a similar way the results of the semi-annual system at the same rate may be represented as follows:

Distribution by grades of 100 children after eight years of semi-annual promotions at a constant rate of 80 per cent. Each digit represents one child and its denomination shows the grade the child is in.

			7		
		6666	7777	7777	
		66666	77777	77777	
	66666	66666	77777	77777	
555	66666	66666	77777	77777	
B	A	B	A	B	
(three)	(ten)	(nineteen)	(twenty-six)	(four)	
			8888		
			88888		
			88888	8888	
			A	B	
			(fourteen)	(four)	

The two figure-diagrams illustrate clearly the characteristic differences between the results of the two systems. Under the annual system more children have completed the course but more are seriously retarded. Under the semi-

annual system fewer have completed the course but fewer are seriously retarded.

By employing the methods outlined in the preceding sections, other comparisons between the effects of annual and semi-annual promotions may be made. These comparisons show that when all other factors are equal, semi-annual promotions result in lower percentages of over-age children than do annual promotions. Under semi-annual promotions more children fail but each failure is less serious than under the annual system.

Validity and Application of the Computations. Six sets of computations have been presented. Five of them are designed to show the effects of each promotion rate from 100 per cent down to 60 per cent in

- Years required for average child to complete eight grades.
- Per cent of normal size required for school plant.
- Failures among each 1000 children before completing eight grades.
- Children in each 1000 failing before completing eight grades.
- Per cent of children above normal ages for grades.

There are several reasons why the results are not absolutely valid. In each case one hypothesis on which the computations are based is that none of the children leave the system through death or elimination. Now in point of fact some children die in every school system and some leave without completing the course. The second factor is far more important than the first for relatively few die while very many drop out. In general children in city schools remain in the elementary schools about eight

years. If, at the end of that time they have nearly or quite completed the course, they are apt to continue to the high school. If they have not, they are apt to leave school never to return.

For this reason the figures presented in columns A, B, and E are fairly trustworthy only when applied to conditions in the six lower grades. They do not apply so truly to conditions in the two upper grades for those grades are largely made up of the survivors who remain after large numbers of the slower pupils drop out.

For practical purposes the comparative studies of annual and semi-annual promotions are probably the least valuable of those presented. In actual application the semi-annual promotion system not only has the advantage shown here of carrying the great bulk of the children forward more consistently, but the further one of giving the brighter children more opportunity to complete the course on schedule time, while at the same time penalizing the slower ones less severely.

What a Change of One Per Cent Means.

The importance of small changes in promotion rates may be best illustrated by figuring the results of a change of one per cent, say for example from 80 per cent to 81 per cent, in the promotion rate in the elementary schools of a small city. Let us suppose that 1,000 children enter the elementary schools each year, the annual per capita cost for schooling is \$40, and the buildings, grounds, and equipment have a value of \$200 per child.

Under these conditions, the change in the promotion rate from 80 per cent to 81 per cent will have the following results: The time saved by

Effects of Different Annual Promotion Rates in a School System in which 1,000 Children Enter Each Year, None Die, and None Drop Out

Promotion rate.	A Years required for average child to complete 8 grades	B Per cent of normal size required for school plant	C Failures among each 1000 children in eight years	D Children in each 1000 failing in eight years	E Per cent of children above normal age for grades
100	8.00	100.0	0	0	0
99	8.08	101.0	70	68	3.4
98	8.16	102.0	140	132	6.7
97	8.24	103.0	210	192	9.9
96	8.33	104.1	280	249	12.9
95	8.42	105.2	350	302	15.9
94	8.50	106.3	420	352	18.7
93	8.60	107.5	490	398	21.4
92	8.69	108.6	560	442	24.0
91	8.78	109.8	630	483	26.4
90	8.89	111.1	700	522	28.8
89	8.98	112.3	770	558	31.1
88	9.09	113.6	840	591	33.3
87	9.19	114.9	910	623	35.4
86	9.30	116.2	980	652	37.4
85	9.41	117.6	1050	679	39.4
84	9.52	119.0	1120	705	41.2
83	9.63	120.4	1190	729	43.0
82	9.75	121.9	1260	751	44.8
81	9.87	123.4	1330	771	46.4
80	10.00	125.0	1400	790	48.0
79	10.12	126.5	1470	808	49.5
78	10.27	128.2	1540	824	51.0
77	10.38	129.8	1610	840	52.4
76	10.52	131.5	1680	854	53.7
75	10.66	133.3	1750	867	55.0
74	10.81	135.1	1820	878	56.2
73	10.95	136.9	1890	890	57.4
72	11.10	138.8	1960	900	58.6
71	11.26	140.8	2030	909	59.7
70	11.42	142.8	2100	918	60.7
69	11.59	144.9	2170	926	61.7
68	11.76	147.0	2240	933	62.7
67	11.94	149.2	2310	939	63.6
66	12.12	151.5	2380	945	64.5
65	12.30	153.8	2450	951	65.4
64	12.50	156.2	2520	956	66.2
63	12.70	158.7	2590	961	67.0
62	12.90	161.2	2660	965	67.8
61	13.11	163.9	2730	969	68.6
60	13.33	166.6	2800	972	69.3

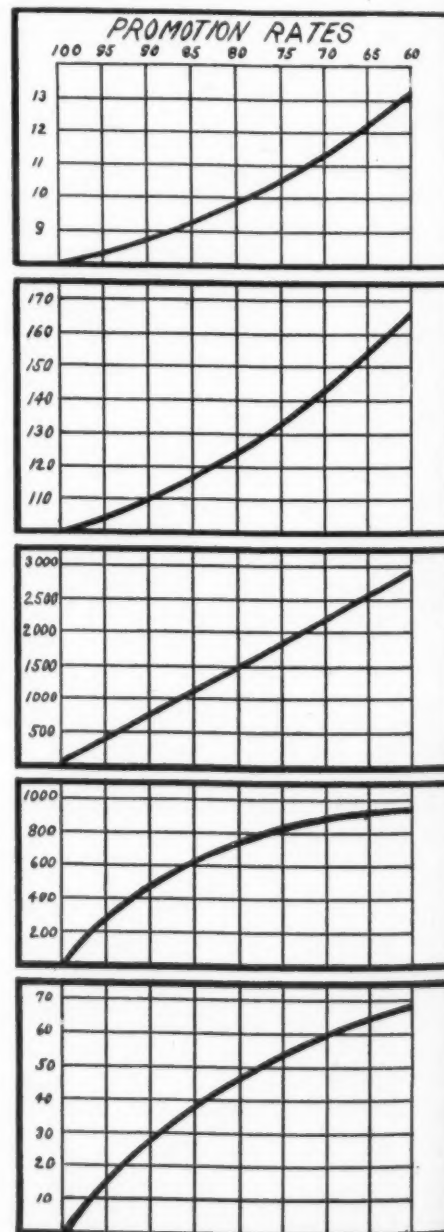
A. Years required for average child to complete 8 grades at each promotion rate from 100 down to 60 per cent.

B. Per cent of normal size required for school plant at each promotion rate from 100 down to 60 per cent.

C. Failures among each 1000 children in eight years at each promotion rate from 100 down to 60 per cent.

D. Children in each 1000 failing in eight years at each promotion rate from 100 down to 60 per cent.

E. Per cent of children above normal age for grades at each promotion rate from 100 down to 60 per cent.



each 1,000 elementary school children annually. children worth, saved. children be reduced failing 19. The grades striking smallest

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each 1,000 children if they complete the elementary course will amount to 130 years of schooling, which means a saving of \$5,200 annually. The plant required to accommodate the children will be decreased by about \$25,600 worth, and the salaries of four teachers will be saved. The number of failures among the 1,000 children during eight years of school life will be reduced by 70, while the number of children failing during that period will be lessened by 19. The number of over-age children in the grades will be reduced by 220. These figures strikingly illustrate the importance of even the smallest changes in promotion rates.

Summary.

1. Small differences in promotion rates have seriously important results, both human and material.

2. As the promotion rate falls, the time required for the average child to complete the course increases.

3. The lower the promotion rate, the larger must the school plant be to accommodate the children.

4. For each per cent that the promotion rate falls, there are 70 more failures among each 1000 children in eight years of schooling.

5. As the promotion rate falls, the number of children failing in the course of eight years rapidly increases.

6. The lower the promotion rate, the higher will be the percentage of over-age children.

7. The annual promotion system tends theoretically to carry more children through the

course on schedule time than does the semi-annual system but it leaves more of them seriously retarded.

The figures and diagrams that have been presented impressively illustrate the great importance of small differences in promotion rates. In its educational significance, a 75 per cent rate is an entirely different matter from one of 80 per cent and this again is not at all the same as one of 90 or 95 per cent. Every change of even one per cent either up or down is reflected by great and far reaching consequences in terms of dollars, teachers, plant, equipment and children's time. Most important of all, it has its very great effect on the degree to which the children are trained in habits of success and failure.

THE LANGUAGE OF SCHOOL TEXTS

By Principal JOHN SOGARD, Racine, Wis.

Language, we are told, is the vehicle of thought. This is an apt figure of speech, but we must not therefore conclude that "we think in words and when we lack fit words we lack fit thoughts", for it is possible to have the ideas—the goods—and yet lack carriers. To provide facilities for marketing this intangible ware is one of the great functions of the schools.

To train a child in language expression, (to continue the figure) we should begin with simple vehicles, little carts, toy wagons, tricycles, etc. Instead, we are giving them vans, drays, phaetons and limousines. The child does not manipulate these; he is a mere passenger on them, and a helpless one at that. Some adult drives and steers. If the child tries it, bad collisions and ditchings are inevitable, but unfortunately there are no educational ordinances to prevent literary wrecks, so the destruction goes on.

A Common Fault.

To get a background for this discussion let us leave the juvenile phase of it for a moment, to return to it. Suppose we look at the language capacity of the average adult. There comes to mind the slowness with which people respond to efforts that are put forth for their betterment. A municipality tries to improve its sanitary condition. Absolutely in the right at every turn, yet the response is disheartening as a rule, and we wonder why. One of the most important present crusades is the advertisement of fresh air. This is a necessity that can be afforded by all, yet upon opening the front doors of too many homes the caller is met by a wall of old, mouldy air that seeks escape. It is kept confined because it feels comfortable and has grown familiar and home-like. The wild outside air is thought of as raw and unseasoned—an enemy that seeks entrance in the form of "draughts" which are dreaded by half of the people as microbes are by the other half. Then, there is the ill-kept garbage, and barn, and yard. To correct such slovenly habits the health authorities call a specialist, a scientific expert, to educate and uplift. He makes his rounds—"tours of inspection" he calls them—and speaks learnedly about tubercular bacilli and the malevolent effect on the respiratory and pulmonary tissue. He advises that the sputum be immured and incinerated lest it become anhydrous and liberate its bacteria. What this well meaning agent of the department really aims to say is this: "You've got to clean up". Why, then, doesn't he say so? Well, it is an

ever-present mystery, this love of imposing vehicles.

Has it not been your observation that many responsible people look with misgiving upon the expert and the scientist because he cannot, or at least does not, come to the language-level of the average people? And the pathos of it is that it does not reduce the dilemma at all to feel that the people should understand him. They understand one-another, and the reason why the given illustration about the Health Department came to mind is, that a few months ago I came in frequent contact and had numerous talks with two plain men who were correcting unsanitary conditions in a city. They did not go into science, did not look upon themselves as *educators*, but they took themselves and their job seriously and got results. This is true: He who would reach the plain people must do as the missionary does who enters a foreign field, he must learn the natives' vernacular. It is not up to the people to learn the reformer's phraseology. A ray of this light has even reached the old-style college chair, whose occupant has found that in practice it is futile to lean back and scold because some students come with what he terms "inadequate prerequisites". He finds that among unpicked students some are unable to grapple successfully with the mighty words that bristle at every turn.

Big Words, Bad Teaching.

This "word struggle" is by no means new. It is as old as civilization. The big-word class has thought it base to dig in the language soil of the common people. But how long must a language live and develop before it acquires capacity to do business for itself? The high sounding ancient Mediterranean words do not grip us who come from north of the Alps. They serve us in our laboratories, it is true, but we are prone to use them on all popular occasions and then wonder why people are so unresponsive. We do not seem to bear in mind that not only are these classical words different from our own, but they represent a very different age and civilization, both past.

Poor teaching in one of its phases is simply accepting, and passing on, traditional book language that is saturated with bulky words. It may be said in reply that the teacher is there to interpret and explain all such words. But even then the task is difficult. The trouble is that after wrestling with such language for a time the child imagines that he cannot learn; that somehow the book must be right but he wholly incapable. After that, school work paralyzes him. He imagines that all his classmates are perhaps getting a good deal out of

the work. His thoughts become self-centered. He is thoroughly discouraged and wants to quit school. In self defense he also becomes troublesome.

We hear much in school circles about "arrested development" and that pupils fail to grasp their studies because of various physical defects—adenoids, enlarged tonsils, astigmatism, etc., etc., a long catalog of defects for which nature is responsible and which man must correct. It is true that these untoward conditions do exist and that it is the duty of the parents and the state to try to correct them. The tendency, however, is to regard the non-success of children as due entirely to physical causes. We should not forget that there are also psychological deterrents, and that unsuitable language is certainly one of these. The operation in this case should be on the book, not on the child. Did you ever see a supposed dullard, one of those who cannot get thoughts out of books, go to a moving picture show? He can follow it splendidly and describe it well in his own way afterward. I think this is because there are no "vehicles" between him and reality. It surprised me greatly at one time to watch the facial expressions of several pupils called "failures", as they were watching a complicated plot develop in a motion picture. There is no question but that they followed it well.

Grammatical Terms Confusing.

It would be beyond the limit of this article to take up a number of school branches and give exhaustive illustrations of what the writer regards as unfit and cumbersome language. It could be most readily shown in a review of some books on science which abound in technical terms, many of which could be simplified and given human interest (as in physiology and botany which have double terminologies) such as *jaw* rather than *maxilla* or *mandible*. It could be shown in the study of language itself. "The study of (the English) language is still the most indefinite in the course and textbooks show no diminution in the number of silly combinations and high-sounding names". One who has made this a special study finds that the grammatical construction of the word "president" in such a sentence as "They made Wilson president", is given in eleven different altiloquent phrases in as many different grammars (See "The Western Teacher," Nov., 1909, p. 89) as follows:

1. objective complement
2. objective attribute
3. factitive object
4. objective predicate
5. factitive complement

NOTE—Textbooks as the chief teaching tools of the modern school rightly must be subject to the minutest scrutiny. In the present article an experienced teacher and supervising principal offers a criticism based on the use of some of the most popular elementary books.

6. factitive predicate
7. predicate objective
8. object (two objects)
9. predicate object
10. resultant object
11. predicate attribute of the subject.

Spelling Reform and Language Reform.

The National Education Association is at present fathering a reform in language nomenclature. There is more hope of accomplishing something in this effort than in simplification of spelling. It is too bad that some more plastic subject has not received some of the attention given to spelling reform. Spelling needs reform but not seriously so. We are coming out of the jungle by degrees. It cannot be hurried. The change is noticeable from century to century, hardly from generation to generation. We have now in the United States honor for honour, program for programme, dialog and catalog for dialogue and catalogue; ax for axe, etc. But we have not yet il, pil, hil, kil, laf, kettl, eg, egd, botl, kist, newew (nephew), mild (milled). This is asking a good deal. Judge for yourself if the following extract (from a reply to a critic by the executive secretary of the simplified spelling society) reads with ease: "We did not submit our seem az a fiesd and fienal thing, a tuum-ston on which letters wer chizeld forever. We submit it as a bails for discushon and encwiery; we welcum sujestionz and impruvments."

As difficult as reading Chaucer! Since they "welcum sujestionz" let me sugest that fewer words be *pushed* at a time. Mark Twain espoused this reform enthusiastically for a time a few years ago. He said later, "This spelling reform is all nonsense" (Paine's biography, Vol. 111, p. 153A). We don't agree with Mr. Clemens in either of his attitudes.

Some Examples.

Let us look a little more fully at a study whose vocabulary should be simple because its origin and development have been on strictly Anglo-Saxon ground, from the soil up. There seems really no excuse for loading up United States history with bulky expressions. It records the story of a Northern race and could be narrated in plain language. Histories of our country are, as a rule, quite well written but, when that is granted, it is meant well written for adults of some culture, or for classes of an age about three years beyond those for whom the books are intended! The following phrases and sentences are suitable for grades ten and eleven in high schools rather than for grades seven and eight in elementary schools where the books are used. In September when

public schools open, the normal age for seventh grade pupils is twelve; for eighth grade, thirteen.

Indian life and manners always attract; so does the story of the Pilgrims and some of the other early settlers, as the Quakers. But what of language like the following for seventh and eighth grade children?

1. "To restore his tarnished reputation he equipped an expedition, lured by the reputed wealth of * * * *".
2. "A second charter was procured from the London Company which vested the local authority in an appointed instead of a local council".
3. "An assaulting column threatened to disestablish their communications".
4. "Associations pledged to obtain from importing the dutiable commodities".
5. "Applicants for positions in the classified service compete in examinations held under the supervision of the commission".
6. "Meanwhile the necessities of the situation led to the emancipation of the slaves, the levy of new taxes, and the conscription of troops".
7. "* * * * did away with non-intercourse, with the proviso that if one of the two contending powers annulled its vexatious decrees * * * *".
8. "War was to be carried on seriously and not with manifestoes and ill-directed sallies of raw troops".
9. "Jefferson was overwhelmed with petitions to change his policy but held out persistently".
10. "As the Union left was crossing the river to attack the Confederate right, the strong Confederate left fell heavily on the weak Union right, crushing it back on the Union center".
11. "Absorbed by the threatened attack of the Spanish Armada".
12. "Obtained from the Queen a patent of lands".
13. "A proposition for compensation".
14. "Americans advanced in four different columns".
15. "Accused him of deception in negotiations relating to the prospective treaty".
16. "Parliament eliminated the Townshend duties".
17. "The Royal governors dissolved the Assemblies".
18. "The Chancellor of the Exchequer".
19. "Religious rites were * * * * incantations".
20. "Pronounced it a visionary scheme".
21. "At this juncture".
22. "To quicken the pulse of Spanish enthusiasm".

23. "Anxious to assume the offensive".
24. "Attacked the Confederates on the flank".
25. "The vigilant Confederate Squadron".

Language of Texts Simplified.

How could it be improved? Well, the plan of most histories is good, but the language should be more conversational and colloquial. It is not a matter of simplifying the language word for word, by the aid of a book on synonyms. Whole passages, paragraphs, pages, should be radically rewritten. But to attempt at a dash to simplify some of the examples given, sentence three might be rendered:

"Attacking soldiers tried to prevent them from reaching each other."

6. "It was necessary to free the slaves and raise more money and troops."

10. "As the Union army was crossing the river it was attacked by the enemy * * * * etc."

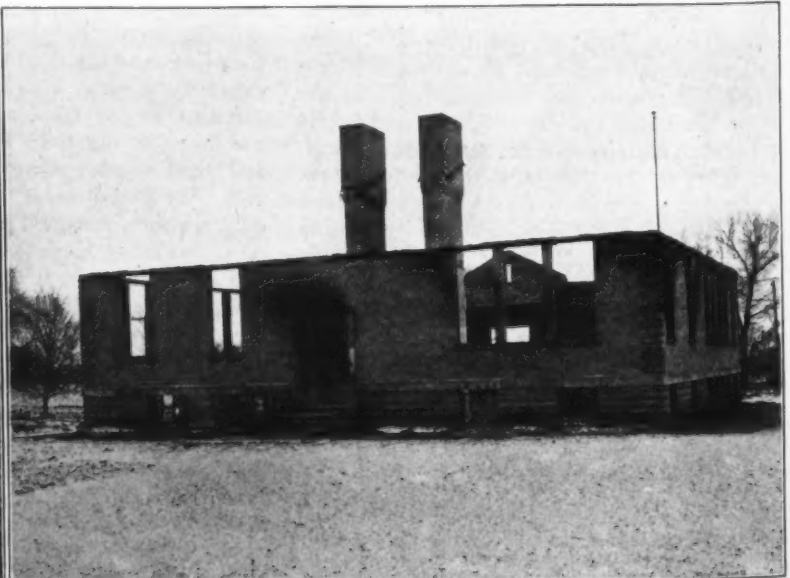
As quoted from the history it sounds like a commander's formal report to his chief. "Right," "left," "center," mean nothing to a child.

11. "They feared that the Spanish fleet would attack them."

In sentence 9, "policy" is a very abstract word and belongs rather to state papers. If there is any question as to the ability of pupils to understand the language quoted (which was picked at random from a half dozen histories), take up the quotations one by one and try them on an average seventh and eighth grade class after they have been over the ground and you will be entertained.

We hear at times that instruction in the days of our fathers was more definite than now. Of course it was, and we could revive those conditions. Then the contents of books were largely committed to memory, and if we accept arithmetic, technical grammar, and discipline, a present-day, bright eighth-grade pupil could have taught the classes. Would that a wide-awake teacher of today could get a chance at one of those war-time classes! But we are in the position of a man who recently said—after hearing another boast of his ability to speak fluently Turkish, Armenian, Arabic, Persian and Hungarian—"I don't see how we can disprove it." My earliest remembrance is that average teaching was then far inferior to that of today. In comparison, teachers were not nearly as well prepared. Dickens, Irving and other men of letters who have touched upon the matter bear this out. The "Springfield Tests" bear it out. Those who contend for the *days beyond recall* should at least produce examination

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IS FIREPROOFING WORTH WHILE?

The above plates show all that remained of Brighton Public School No. 7, near Rochester, N. Y., one morning last January. The fire burned so fiercely that the wooden floors, partitions and roofs were entirely consumed.

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NOTE—T the basis c Accounting had an op the evil eff He writes before him.



Indispensable Requirements in City School Administration

By PROF. ERNEST CARROLL MOORE, Yale University



The first and most indispensable requirement of public school administration as of every other form of public administration, is that public officials shall obey the law which creates and governs their offices and which they are sworn to obey. I say this is the most important consideration. It is by far the most important consideration, for if those who govern, destroy government and by their official deeds set an example of lawlessness they strike at the very vitals of our common life. After all, this is the only kind of anarchy to be feared for this is the only form of irrational anarchy—the other kind, the anarchy of arguments, will save itself if it argues long enough. But, that man who does not recognize the constraint of the law which he has taken an oath to uphold and who in the guise of serving the people breaks the letter and the spirit of his understanding with them and substitutes his private desires and vindictiveness for the law of the land is a real subverter of institutions, the most dangerous of the enemies of the state.

City Officials and the Law.

My study of the relation of municipal officers to public school affairs leads to the belief that city officials very frequently do not set the law before their eyes. To them public office is less commonly a public trust than a private possession. There is an inevitable tendency to magnify their office and to extend its power beyond the limits which the law has set for it. The constitution, if it is in the way of their search for power, is suspended, the general laws are overridden and the charter is set aside. Government by executive order takes the place of government according to established laws. This happens when the law is plain and definite. When its limitations are not clear the official all too commonly finds it much easier to interpret it for himself according to his own desires than first before acting to have it interpreted by the agencies which government has created for that purpose. Thus, the law is made subject and has little authority which it is intended to have.

This state of affairs is due in large part to the fact that most of our statutes are drawn without any penalty for their non-performance, by those who are charged to carry them out. Two corrections are possible, either a specific penalty clause must be attached for failure to carry out the laws which fix the duties of the office, or provision for the recall of executive officers, for violation of their duties under the law, must be put into operation. At present adequate legal remedies are wanting and the courts are almost as helpless to make executive officers obey the law as they were in that historic day on which Andrew Jackson invited the Supreme Court to come on.

Again, a most harmful tendency is growing up in the working theory of many officials that nothing is law or statute with directing value until it has been passed upon and interpreted by the courts. This, might even be called the American theory of legislation, for it is a theory whose practical application is increasing from day to day. It is the direct opposite of the English theory which is that the legislature

makes the law and makes it so definite and authoritative that it is directive and must be carried out from the moment of its utterance and no contest or judicial interpretation is needed to give it the fullest authority.

School Boards Generally Obey Laws.

Now, there are two ways of obeying the law, one is to obey it oneself, and the other is to keep the other fellow from disobeying it. My experience with boards of education is that they are usually far more anxious to obey the law if left to themselves than they are to make other officials, who may assume to dictate the management of school affairs to them, obey it. School officials, who almost daily wrestle with the sobering problems of providing adequate opportunities for the little children dependent upon them, are not so apt to forget the real responsibilities of their undertaking and to substitute for them responsibilities to political organizations, to party success, to administration policies, to party leaders, to powerful citizens, to the property of the community, to favorite persons, or to schemes of social, religious or political aggrandizement. Their daily contact with the interests of the children tends to keep them from confusing their duties and not seeing them clearly; the children are a corrective influence. Consequently, boards of education in this country have been altogether more honest and more efficient and school administration in the United States has on the whole been conducted on a much higher plan than has city government. When the duties of the board of education speak to it directly they tell a plain tale and are pretty certain to be heard.

It is therefore very wrong and contrary to public policy to involve the board of education in entangling alliances with the political and partisan branches of government. To put in control over them other bodies which are far removed from the children and are not directly charged with a consideration of their needs, or in a position to consider them, but are very near and subservient to party necessities, administration undertakings, plans and quarrels, the necessity of making a record by keeping down the tax rate and listening to the potent voice of the vote getter, is to betray the children to those who will not and cannot fight their battles or deal justly by them. This arrangement makes the school a creature of present political agencies. It gives municipal government, which is notoriously inefficient and independable, dominion over the coming generation in addition to its power to parcel out the goods of the present one. But education is intended to be a corrective to political shortcomings, and not a victim to them. If political government is not good now the schools will make it better in the next generation. But, public education cannot be a corrective to bad political conditions if it itself is delivered into their hands.

Schools Must Be Separate From City.

To interpose controlling agencies whose interests and concerns are foreign to the education of the children and whose contact with them is too remote to be considerate between the board of education and its task is to invite and insure the confusion of the schools.

School administration must be simple; this makes it complicated. Public education must be a preferred creditor of government; this makes "the voting departments," i. e. the de-

partments which are manned by voters, preferred creditors over it. Responsibility for the welfare of the schools must not be uncertain and difficult to fix; this makes them a prey to the most delightful of all political arrangements, that by which matters must be referred from one office to another and to another, until no one can possibly be blamed for anything which may happen. Public education must be energetically administered, this takes away from it all danger that it will ever disturb the politicians calm, or rear up a generation inimical to his interests.

I take it that it was for these reasons that the Court of Appeals of New York State in 1903 declared that it is "the settled policy of the state from an early date to divorce the business of public education from all other municipal interests or business, and to take charge of it, as a peculiar and separate function, through agents of its own selection and immediately subject and responsive to its own control." * * * And to add, "If the state has departed from the settled policy that has prevailed since its organization of keeping the work of public education, and the control and management of its schools, separate and distinct from all other municipal interests and business by the selection of its own agents, and clothing them with corporate powers to represent the schools, such as school districts and boards of education, and has devolved these powers and duties directly upon the city, we would naturally expect to find such a departure and notable change expressed in language so clear that no doubt would arise as to this change of policy. * * * If the board cannot be sued for teachers' wages and the teachers must resort to a suit against the city, then surely the board must have sunk into a mere city agency, and it no longer has any use for independent corporate powers. Public education then becomes a city function, exposed to the taint of current municipal politics and to any and every mismanagement that may prevail in city departments."

City Governments Covetous.

The first and most important requirement of public school administration is that the laws shall be obeyed. The second requirement is that if the laws are found to be defective, new and better ones must be framed and enacted to take their place. Public education in New York City and in most of the communities where it flourishes is a state affair and not a responsibility entrusted to municipal government. The courts of many of the states have held that education is a general affair and not a municipal affair. There is both an historical and a logical reason for this. The states which regard education as a state affair made such provisions for it when they were first organized; they came into being and developed a system of laws long before their cities became great and powerful enough to dispute with them the right to conduct and control the educational affairs of the school districts in which the cities developed. The school district was an administration unit in the educational system of the state. The state directed and guided its school activities under general laws and through locally chosen and locally representative state officers known as boards of education or boards of school trustees.

When municipal governments came to power in the same territory, they found one feature of the community life and one official organiza-

NOTE—The author of the present article, which formed the basis of an address before the Association of School Accounting Officers in Philadelphia, February 26, 1913, has had an opportunity, like no other schoolman, of observing the evil effects of municipal interference in school affairs. He writes with the experiences of New York City vividly before him.

tion, which did not recognize their authority or do their bidding and, following the inherent law of institutions to extend their power as widely as possible, city officials began to covet the ownership of the educational vineyards and then to steal it by annexing it, without due process of law, to their own official domain. This fate has befallen the school systems in many of the larger cities. It was a well recognized stage in the evolution of school administration in our country; the city being a new government growing up within an older government developed its powers experimentally by laying hold of such prerogatives as it could seize, trusting to subsequent legislation to confirm its title to the functions it had appropriated. The school system of its locality not being aggressively manned was at first readily submissive and easily annexed. Its experience, after it had come under city-hall administration, was not such as to enable it to do its work well or to make it satisfied with this new method of school administration by political agencies. As a consequence, the third stage in city school developments was quickly reached—the stage of breaking away from city-hall control and returning to the original plan of state control over the agencies of public education. No single city school system, which has come under the domination of a city hall, has been able to live peaceably in such a relation. Some of them have developed a *modus vivendi* and still endure to be so found, but wherever aggressive leaders have been found to restore the schools to their own the relation of dependence upon the city hall has ceased to exist.

The Case of New York.

New York City is in a belated stage of development. The unusual clearness and definiteness of the state's educational policy and education law have until recently kept city hall domination away from the schools. Both Tammany Hall and the Republican Party, when in power, have shown some intention to leave them free and to respect the school law. It remained for a reform government, commonly regarded as upright and honest, to flout their law and rob them of their rights. The excuse which is given for this outrage upon public education is not that the law has not been suspended, that is admitted, but that the end forsooth justifies the means. To be sure, it is said, the law has been set aside but that does not mean that it must be restored but only that we must have a new law that will provide a foundation for the system of school administration which they who are the chief officials of the city have found it necessary to institute.

"The policy of the state that education is a state affair and the requirement of the laws that the business of public education must be divorced from all other municipal interests and business is an outworn policy which is no longer suited to our stage of advancement," they say. "It was our duty to reverse it since the legislature would not do that for us when we asked it to last winter. Are we not the official body that levies the taxes for this community and is it not self-evident that no power on earth can gainsay us the right and the duty to say and to order what every cent of the money that we levy shall be spent for? The money we levy becomes ours to control as soon as we levy it. The board of education may try to get away from us and to do so may seek the right to itself to determine the amount of money which shall be devoted to public education and even to levy it but in so doing it will reckon without that supreme determining principle that all the tax which is gathered in any community must be decreed and gathered by one local tax-levying agency which we are. Besides if the laws are given back their power and the board of education is allowed to control and administer the schools without referring all its affairs to us you are robbing the citizens of their much loved right of home rule. The men who levy the tax must be supreme. That is what is meant by home rule and that is what is meant by good and efficient government."

Education a State Affair.

Ridiculous and absurd as this is it is the serious reasoning of the city-hall officials who

have taken it upon themselves to enforce an extra-legal system of school administration. Protest has already run so high that to give effect to their system they must legalize it. Can they do so? Is the established policy of the state from its organization that public education is a state function and not a municipal affair, a mistake which the state through new legislation ought to correct?

It is not. Instead it is rooted in the soundest wisdom and has the support of practically all the administrative experience concerning school keeping which the nation has gathered since it was instituted. Public education is a state affair and not a local affair and a state affair it must remain. The whole state is interested in the education of the children of the state. Its welfare depends upon it. It is interested in the education of all of them, interested in providing minimum requirements which must be met by every community for the education of all of them, interested in providing a system of school administration controlled by agents chosen by each locality and responsive to the demands of the state alone for official guidance and direction as to have to provide educational opportunities for all of them.

If any community is too poor to provide schools the state helps it to provide them. If any community is unwilling to provide them the state forces it to provide them. If any community is so unmindful of the superior rights of the children as to wish to make it's schools share alike with it's police, it's fire, it's health and it's street departments or to enter into a perpetual struggle with them as to which has the greater claim to adequate official support, the state will not suffer it. For the state has said in it's law, which has been operative since it's very organization, that the claim of it's children to an education is a major claim and as such cannot be entrusted to local government but must be safeguarded by the most potent of political authorities, the sovereignty of the state itself. The true function of government is to hinder hindrances. In making public education a state affair and not a municipal function the state prevents the local government from overlooking its supreme importance or slighting it's claims. Nothing is so likely to happen in the rush and crowding of political departments which muster their voting strength to back their claims for patronage and support as that the children who are taught for the most part by non-voters shall be stepped on and trampled under foot. Local property interests are altogether more potent in keeping the tax rate down than the teachers of a community are in securing a fair consideration of the rights of the children.

American vs. Foreigner.

There are towns not a few in which the property is largely owned by Americans who employ almost the entire population which is made up nearly entirely of foreigners in their factories. The Americans have the wealth, the foreigners have the children. It is not to be expected that these modern feudal barons will tax themselves voluntarily for the adequate education of the children. If their education is left to local interests wholly they will not get it. They must be protected in their helplessness by a power which can secure their right to instruction to them. The state is the only power which can do this, and the state must do it for them.

The situation is not very different in New York City with it's vast crowding of populations from other lands and it's tremendous organizations of special interests to aggrandize property even at the expense of lives. Local officials are beset and overwhelmed by influences that are inconsiderate of the children. If there were good and sufficient reasons in the beginning for the state to take the responsibility of their welfare upon itself and not to entrust it to the mismanagement and the taint of local municipal governments those reasons have increased a hundredfold since that time. It is an academic counsel of abstract impracticability which advises that all the public business of a given locality must be centralized under one local government. To carry out this advice it would be necessary for the municipality to cease

to be a government within another government, which again is itself within another government, and to withdraw from both the state and the nation.

The city government exists not to do everything that must be done but to perform those functions only which are peculiar to itself and cannot be performed by any other agency so well as by its own corporate officials. Conducting the courts is one function which it cannot perform so well as the state can; making general laws is another, and conducting the public schools is a third. To entrust all these responsibilities to one body of city officials would create a disposition which would be as harmful to the citizens themselves as to their neighbors who dwell outside their limits but whose interests in these things are in common with theirs. Effective government must be a system of checks and balances and the vesting of one body of officials with more responsibility. There they can adequately consider results only in the tyranny of officialism and a government by clerks.

Taxation and Local Government.

If it is said that all the tax levied in one locality should be levied by one local taxing body, in this case by the municipal authorities, this too is not sound. Taxes are levied and must be levied, as long as governments within governments exist, by each government for its own purposes. The complete unification of taxation in the hand of one local body of officials would require the complete withdrawal of the municipality from the state and the nation. The right to tax belongs not to the city but to the state and to the city only as delegated to it by the state. The needed unification of taxation and security against unjust taxation must be had from the legislature. For as Chief Justice Marshall has said: "The interest, wisdom, and justice of the representative body and its relation to it's constituents furnish the only security, where there is no express contract, against unjust and excessive taxation as well as against unwise legislation generally."

No principle of either law or sound taxation is violated in those states in which the legislatures delegate to boards of education the duty of determining the amount of money required for public school purposes and then of levying it. Such an arrangement is made in order to give effect to the state law which safeguards public education by making it a state function and so removing it as the court has said from the mismanagement and the taint of local municipal politics and such an arrangement is necessary if it is to be in fact as well as in theory set free from bondage to local mal-administration. The school systems which must go to the city hall for its appropriations of money to run the schools will inevitably find it's schools conducted by the city hall even though the laws expressly state that the control and administration of all school affairs is vested in a board of education which is a state body created and empowered to conduct the schools and to keep their interests separate from all other municipal interests and business. Such a scheme of school administration defeats the very purpose for which it was created for the separation of conflicting interests is not complete enough to be the real separation which is desired and city hall officials, like love, may be depended upon to find a way to subvert it.

The right to levy a tax for school purposes is delegated to the local officers by the state. The whole question is, Will the state serve it's school and the people better by delegating this responsibility to the city hall officials or to the board of education? As to the right answer there can be no question.

Home Rule and the Schools.

But what about the principle of home rule of which so much is made? Just this: home rule does not and never has meant rule of every public interest by one single local body of officials. Every community chooses it's own board of education and through it, administers and rules it's own school system. The city hall is not the only official body which expresses the principle of home rule; the courts express it, and the boards of education express it also. The people of a community just as certainly direct their

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High School Extension in Agriculture

By Supt. F. L. WHITNEY, Grafton, N. D.

Secondary instruction in agriculture in the Middle West had its inception in Minnesota in 1909 with the passage of the Putman Act. Ten schools were given state aid for this purpose the first year and twenty more two years later. North Dakota, through the activity of her State Bankers' Committee, took the cup for the most efficient work in connection with farm development and education at the Second Conference of the Committees on Agricultural Development and Education held last summer at Minneapolis and St. Paul. This is indicative of the progressive attitude the state has taken for a number of years, and in 1911 the legislature passed the Davis Act which provided for "a department of agriculture, manual training and domestic economy" in state high schools and offered state aid to the amount of \$2,500 annually. Ten schools were to be designated by the State High School Board to benefit by this act, five to begin work August 1, 1911, and five the following summer, but Governor John Burke vetoed the appropriation in connection with the first five "for the reason that the revenues of the state have been exceeded by the appropriations." In January of 1912, representatives from some thirty communities maintaining state high schools met at Fargo and made application to the State High School Board to be designated as the five schools to benefit by the Davis Act. The fortunate schools were Beach, LaMoure, Carrington, Velva and Grafton.

The law provided and the State High School Board requires that among the activities connected with schools maintaining these departments extension work shall be a prominent feature. This is in accordance with the trend of modern public thought in many directions. Service is the key note of all successful and efficient human endeavor. We are beginning to recognize this more fully every day. This is particularly true of all public service corporations. Street-car lines, telegraph and telephone companies, railroads, department stores, modern factories—all know that in order to be successful in the highest degree they must be unselfish, helpful. Now, the modern high school has as its chief characteristic this same attitude. The old cultural school was a closed corporation which admitted only the elite who could squeeze past certain entrance pillars and permitted no deviation from the narrow way of prescribed course of study. But the modern high school believes that it has a definite work to do, that it is the peoples' college, and that it exists for the best good of all. And so in agriculture, this latest department added to its other activities, the note of service is the fundamental characteristic of all endeavor. The agricultural course is there for the benefit of all who will take advantage of it. Its purpose is to serve all. And this cannot be done even indirectly with any marked results unless it extends its influence beyond the walls of the schoolroom. Extension is fundamental to success in any good agricultural high school.

In these five schools in North Dakota, we try to create a general sentiment in each community to the effect that the schools are maintained for the good of all the farmers within reach. We aim to reach out and get into personal contact with every farmer and his problem—and this for a good number of miles in every direction from our schools. As illustrative of the aim and purpose of all secondary schools of this character in the Middle West, and in particular of the work being done in the five schools in



North Dakota, a brief statement may be made of the extension work at Grafton.

Our expert in charge of the work in agriculture is a graduate of one of the state agricultural colleges of the Middle West, and has had two years experience in secondary work before this current year. He is hired for twelve months, with four weeks' vacation. His work is arranged so that all of his laboratory and recitation work comes in the morning. This leaves his afternoons absolutely free for work among the neighboring farmers. It is a well understood rule that he is to be busy all of the time. Every half-day must count in some definite way for the good of the school and for the erection of higher ideals in agriculture in this part of the state. For example, during his travels last fall, in the neighborhood, he made some fifteen short talks in as many country schoolhouses, talks which aroused an interest in his subject and drew the attention of these communities toward the high school as a center of valuable information.

But there are a number of definite lines of extension work also. Among these is the work of the class in agricultural botany. This class has as its business, among other duties, to test all samples of seed sent in by farmers or others. They have in this way tested and sent out definite reports from samples of barley, flax, oats, wheat and corn. For example, two samples of barley sent in by a Mr. Williamson, west of Grafton, may be referred to. The first sample which we called the poor barley proved to be but 40% pure. The germination test was zero. Of the 60% of impurities, 17.5% was fox tail and 19.5% was king head, mustard, etc. In the samples of good barley, 43% was found pure and the germination was 41%. Of the 57% of impurities, 40% was wild oats, 17% pigweed, mustard, etc.

Whenever he is asked, our agricultural man gives advice on a great variety of subjects to the farmers as he goes about among them, and very often they come to the high school for it also. We have bought a number of dairy cows for them in this way. We judged a young Holstein bull which had just been bought. We selected breeding heifers from a number of dairy herds. We selected suitable plots for alfalfa, potatoes, etc., on a number of farms, and helped plan definite crop rotations. We helped in the planning and construction of several silos also.

It is the policy of the school to co-operate in every way possible with all other agencies in the community which are trying to forward the cause of good farming. Our local veterinarian calls upon us for help frequently and it is glad-

ly and freely given. The department of agriculture has stationed a federal dairyman in the county, and we are in very close co-operation with him. Our speakers accompany him upon request to the meetings he calls throughout this county, and he goes with us when we give our extension programs.

We are holding very frequently a number of definite extension meetings in the neighboring towns and schoolhouses. In the first five meetings some 250 people were reached and permanently benefited. We always took our Victor machine with us and this together with a few humorous stories, helped to create a friendly and interested attitude to begin with. The program was quite similar in every case as the audience was always different. For the town meetings, we had bills printed and distributed them widely before the time. Our agricultural man talked on some subject of interest to the farmers and tried to give them a new viewpoint for future work. The federal dairyman presented some phase of his work. Boys from the high-school classes performed the Babcock test or judged some farm animal. Our teacher of cooking and sewing, with the help of the high-school girls gave talks and demonstrations, and at the close the food was served to those present. These meetings are thoroughly appreciated in every case. For the afternoon meetings, the schools are closed and the buildings turned over to us. In every case where we did not use the trains, the farmers came with their rigs and furnished transportation free of charge.

Another extension activity is what we call the Grafton High School Cow Test Association. I am told by Mr. Thomas P. Cooper, Director of the North Dakota Better Farming Association, that this is an unique idea, that he knows of no other organization anywhere exactly like this. It differs from the ordinary cow test association in that the boys of the high-school agricultural classes do the collecting and testing of the milk and the farmers the weighing. A report is made in the herd books every month. There is no expense to anyone. We began last fall with some eighty cows.

To illustrate concretely, Herd Book No. 1 contains a record of thirteen cows kept on the farm of the state institution for the feeble-minded just west of Grafton. In the case of "Cow No 8", the last testing day was December 26. The period of test was thirty-one days. She gave 868 pounds of milk. There was 36.5 pounds of butter fat. Her test was 4.2. Her butter fat was valued at \$13.14. She consumed during this time \$9 worth of feed. Her profit, then, for the period was \$5.80. We consider that the value of the calf and the skimmed milk covers the cost of labor. In the case of this particular herd, of course, the cost of labor even to the state is very small indeed. In the case of "Cow No. 2", however, there was a loss. She milked 210.8 pounds of milk or 13 pounds of butter fat valued at \$4.61. She consumed during the period \$9 worth of feed, and the loss for the month was \$4. The best cow tested this last month gained for her owner \$10.74. Facts like these when brought to the attention of owners result in dissatisfaction with old uncertain methods, herds are fast weeded out, and the new herds made, by means of careful handling, housing, and balanced rations, to pay an adequate interest for the amount invested.

The district owns, as a part of the school plant devoted to agriculture, a plot of ground containing ten and one-half acres. This is located near the high school, just in the corner of the platted portion of the city, and was made by vacating the streets and alleys and fencing four blocks. This is divided into four principal

NOTE—If the schools are to prepare children for occupations, then agriculture must take a leading place in the high school curriculum of every small city and village. The present article discusses a most successful adaptation of a course in agriculture to the needs of a progressive town in the Middle West.

divisions. There will be six acres devoted to rotations. This will contain five equal plots for a complete five-year rotation. One and one-half acres will contain a large number of small plots for varieties to test their adaptability. There will be at least five varieties of wheat, four of oats, three of barley, two of rye, four of alfalfa, ten of corn, etc. About one and one-half acres will be used for permanent pasture where different grasses may be tried, and where eventually two cows owned by the school will be pastured. Finally there will be an acre of gardening. For the first year this will be devoted largely to individual plots for the pupils of the upper grades. Both flowers and vegetables will be used, the child will own the produce of his plot and prizes will be offered for the best results. The object of all this work on the ten-acre plot, outside of the benefit gained by the pupils working on it, is that it may be a demonstration farm for the benefit of the neighboring farmers. It is an extension enterprise.

Another extension activity is the Short Course held during December and January with an attendance of forty-five young men and women from a wide area in the northeastern part of the state. No scholastic qualifications are required for entrance to this work, and the majority of those in attendance have completed but six to eight grades of school work and would never have any further schooling if this opportunity were not offered. The subjects taught are simple and the object in each is to relate it as closely as possible to the environment from which the students come. The course in farm arithmetic and accounts deals with the actual problems of the farm and that in simple English

aims to erect the best standards in expression and give practice in letter-writing, spelling, etc. In the work in cooking and sewing the girls practice with the everyday food and dress problems. In woodwork and forgework the young men make wagon boxes, step ladders, hay and hog racks, whiffle trees, etc. The students are not required to come until ten in the morning and are through at three o'clock, but such is their interest that many come as early as eight-thirty and remain late at night.

The work of the Short Course closed with a three-days' Farmers' Institute. This was the rallying of the whole community, young and old, for a final good time. All the bankers and business men co-operated and the attendance was large at all meetings. The majority of those present come from the eastern half of the county, but many come on the trains from all parts of this section of the Red River Valley. The meetings were held in the Armory with music furnished by the high school and the junior high school, and with an exhibition of the work of the short course students in cooking, sewing and woodwork. The Institute was opened by the mayor, and besides our own speakers ten from outside were in attendance. These included the state dairy commissioner, two professors from the state agricultural college, the director of the North Dakota Better Farming Association, and representatives from the several railroads and implement houses. Besides the instructors in the high school, four boys from the class of twenty-five taking the year-course in agriculture, appeared on the program. One gave a sheep-judging demonstration using a pure-bred Shropshire sheep on the platform, one judged a dairy cow in the same way,

one gave a report from the cow-test herd book he is keeping, and two gave a Babcock-test demonstration. The instructor in cooking and her classes gave a demonstration of doughnut making and served doughnuts and coffee at its close. This Institute is, perhaps, our most valuable extension enterprise of the year. It brings a great number of our farmers together for three days with a common purpose, gives them a pleasant and profitable experience, and sends them home with new ideas and added courage to attack the many and intricate problems of the Red River Valley farm.

One extension item which we are planning for the future is a contest among the farmers in three-acre corn and alfalfa plots. The banks and the county commissioners will offer cash prizes and the local dealers certain farm machinery and implements. This, of course, is just beginning the spring, but already sufficient number have enrolled to make it worth while. The contest will close next fall with a Corn and Alfalfa Congress, which will partake of the nature of an institute with especial emphasis upon these two farm products and the problems connected with them.

It may be said in conclusion, that the most difficult problem in connection with the administration of these agricultural activities is our secondary schools and the crux of the whole matter lies in the selection of competent young men to take charge of the work. The experience of Minnesota in the years 1909 and 1910 when these departments were first introduced was very unsatisfactory. North Dakota is going a little slower. She has the advantage of the experience of her sister state to the East.

Grading, Examinations and Promotions in Public School Work

By W. CLEMENT MOORE, New Egypt, N. J.

A problem which at the present time is receiving attention from superintendents, boards of education, teachers and pupils throughout the United States, is that of examining the pupils with a view toward determining their fitness to do the work of the next higher grade. It is usually a time of much unrest, discontent, dissatisfaction and perhaps in a few instances of considerable favoritism.

The importance of this work, and the need of its being done honestly and thoroughly in every instance, cannot be over-estimated. It is difficult, indeed, to arrive at a standard of promotion, which in any sense of the word will be fixed and unswerving in its application to all pupils of the same grade. In fact, in conformity, with the progress that has been made in other lines of educational work and standards, it seems to me that this would be impossible. The unfairness of fixed standards of promotion is evident without investigation. The environment, the home conditions, the ability and habits of children and the wide difference in each, render such standards impossible and impracticable. Too many courses of study require that a child must know certain facts, rather than be able to speak or write intelligently about either those facts, or those closely related. Suppose we put it in this light. A superintendency of considerable importance is to be filled, and we are to examine the qualifications for promotion of a number of superintendents. Can we set a fixed standard and find a man who will measure up to that standard in every respect—and if so, how many will be successful out of a hundred candidates? Only one, perhaps—or none. In such a trial, we find that one superintendent is an expert in securing attendance, another is a great teacher of English, still another is a noted mathematician, etc. Each will excel in some particular, but show points in other respects. Are

we to assume that all of these superintendents are incapable men and unworthy of any promotion of any sort? Certainly not, and if any person insinuated that YOU were unfit for your position, because you were not as thorough in one thing as another, and because you were not the equal of the most eminent teachers in the profession, you would resent it, and that quite warmly. Without question, too, you would be justified in so doing. Yet is not this just the weak point in our present system of promotion? Isn't it true that we expect every pupil to measure up to the standard of the most brilliant pupil in the class, and further than that, isn't it also a fact that in thousands of cases, pupils who secure good "marks" or "averages" in every branch until they try spelling and then if they happen to make a mistake of two words too many, they are held back in the lower grade for another entire term or year, because of those two misspelled words—or perhaps they failed to solve correctly a couple of problems in arithmetic, and on that account all of their excellent work in history, language, etc., must be thrown to the four winds, and they are forced to remain at the same work another year, while their comrades who perhaps less fitted but more lucky will be allowed to pass above them. *It is all wrong. There can be no single examination, nor series of tests which will be sufficient proof that a child is capable of doing the work of the next higher grade.*

What then, is to be done? Two plans may be suggested. First we might establish limitations for each of the grades, which would place before the teacher in each subject, a list of the things which should be emphasized strongly during the entire school year, and using this as a guide, formulate a list of thirty or forty topics or subjects with which the child should

be familiar, at the close of the year's work. But, it is not so important that he should know all of the minor details of each subject, if he is in any way acquainted with it, and shows that it is a part of his general knowledge. As to whether he does know anything about the subject being discussed, may be determined both orally and in written form. If a written answer is ridiculous, why not call the pupil aside and ask him the same question orally? If you do this, you will be able to mark the answer correct in many instances.

How about the following for a promotion standard in sixth-grade history, instead of the usual ten questions which are printed on a slip and shoved without mercy in the face of the nervous pupil? And again suppose the superintendent should withhold this list from teachers or pupils, and then appoint certain teachers as aids, and have them question each pupil orally, or occasionally placing questions bearing on the subjects on the board—marking results as either satisfactory or unsatisfactory.

Again, how would it do to allow 50% to be placed to the credit of the pupil for the eight or ten months of satisfactory daily work that he has done throughout the year? How many of your pupils failed in examination last year—yet could show you their monthly reports containing averages of 75% or over, for every subject during the whole year? As a matter of fact, if a child has succeeded in securing an average of 75% to 85% in any subject for the entire school year, why should he be compelled to undergo an examination?

Would it not be well to consider these things carefully, and also to consider the advisability of adopting standards, similar to the following if we must have standards, why not reduce them to generalities, the same as you meet in your own practical life?

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THE AGRICULTURAL SCHOOL

By DAVID SNEDDEN, Commissioner of Education for Massachusetts

There is a general demand throughout the United States for the establishment of schools wherein young persons from 14 to 18 years of age may be taught agriculture in such a way that they shall be able to combine practical efficiency with scientific knowledge in that subject.

Each state of the Union now has its agricultural college. These colleges offer several types of instruction in agriculture, but they concern themselves chiefly with students of college grade—that is those who have completed regular high school courses, and who intend to study for four years and obtain a degree.

The number of persons who have the time, money or ability to take the regular college courses in agriculture will never be very large in proportion to the total agricultural population of any state. It is not certain that a large proportion of those taking such courses will become farmers in the sense in which that word is ordinarily understood. Many of them will become specialists in work of agricultural investigation, some will become managers or experts in connection with large agricultural enterprises, while others will enter commercial work, teaching or journalism in fields related to agriculture. In these positions agricultural college graduates will exert a profound influence, amply justifying the education given them; but it is not to be expected that many of them will be found following the work of farming on the small, intensive and profitable scale which we expect of an agricultural population.

Special Work of Agricultural Colleges.

Other types of work than leading to a degree are found in many agricultural colleges. Short practical courses for persons already engaged in farming are common. Some agricultural colleges also have "schools of agriculture" in which the admission requirements are simple, and the courses adapted to persons not having time or ability to obtain degrees. Extension courses are also carried on in various forms designed to extend the educational work of the college to farming neighborhoods and especially for the benefit of persons already engaged in some branch of agriculture.

But the agricultural college cannot meet, except in slight degree, the need of practical education for the pursuit of farming as a career, as that need exists in every agricultural community on the part of the thousands of young people who cannot hope to have a college education. For these it is necessary that agricultural schools should be located near at hand, that their courses should be adapted to the needs of young persons usually below college age and having little or no high school education, and that their work should be so practical and scientific as to result in genuine ability to make farming as a career not only commercially profitable, but attractive as well.

This need is not to be set by establishing other agricultural colleges. One agricultural college for each state is enough. Except as regards extension work, the student desiring to attend an agricultural college should go away from the home community. The college can do its work best by having its resources concentrated at one spot.

Practical Programs for Agricultural Schools.

If we assume, as we should, that the primary aims of the agricultural school must be determined by the requirement of preparing boys from 14 to 18 years of age for the profitable pursuit of agriculture, then certain conclusions as to the desirable scope and methods of such schools must follow.

Such schools must not be weak imitations of agricultural colleges, giving large portions of their time to laboratory and textbook work which bear only remotely on the pursuit of prac-

tical farming. Neither should they set up standards, either in admission requirements or courses which will exclude pupils, who, in spite, perhaps, of inadequate general education are nevertheless capable of being made successful farmers.

Some experimental work the agricultural school should do in the way of finding the best ways for the practice of the various phases of agriculture in the community in which the school is located. But such experimental work should be incidental to its primary purposes of teaching boys practical agriculture according to accepted principles and methods. Only a limited amount and variety of experimental work can, at best, be carried on by the teachers and with the equipment of such a school. Agricultural colleges and experiment stations, aided by well-trained experts and abundant resources can best carry on experimental work of the character demanded by the stage of agricultural development now reached.

"Demonstration" Work.

These agricultural schools might also, as an incidental part of its responsibilities, give attention to so-called "demonstration" work—that is, attempts to show what can be done in a given neighborhood with crops not before cultivated, with land hitherto neglected, or with implements and methods of cultivation, the practical worth of which have not yet been apparent to the people of the locality. But there are obvious limits to the extent to which such "demonstration" work can be carried on in schools with a small teaching force and limited resources, and in which the large majority of pupils are beginners in the study of agriculture.

It is probable that in some agricultural schools courses will be organized for girls. Many persons believe that there are some divisions of agriculture and small live-stock husbandry which will offer suitable occupations for women. We have had little experience as yet in support of this view, but it is important that girls be given an opportunity in agricultural schools to prove whether any phases of agriculture offers them profitable vocations.

Courses for Girls.

But it is clear that profitable household arts courses for country girls can be maintained in agricultural schools. Such courses should be thoroughly practical and scientific and should aim to produce efficiency in the home no less than the agricultural courses should aim to produce efficiency on the farm.

After being well established, some agricultural schools will become centers for short-course instruction for working farmers in seasons when farm work is slack. The agricultural college will often find it expedient and desirable to carry on experiment-station or demonstration work near the school. Exhibits of modern machinery and other aids to agriculture will doubtless often be held there. The farmers of the neighborhood will probably bring their best products to the school at times, as they take them to fairs, for exhibition purposes.

But all of these useful functions must be regraded as secondary to the primary purposes of the school, which is, in a business-like fashion to prepare boys to succeed in farming and to like that as a career.

Methods of Instruction.

Although a considerable number of agricultural schools have already been established in various states, little is as yet definitely accepted throughout the country as to the best methods of instruction to be employed.

Some of these schools attempt to make farmers mainly by teaching from text-books and in laboratories. These methods fail except in the case of young men who have already a large amount of practical experience in farming under scientific conditions.

In other schools the pupils do a large amount of practical work on school farms, but under such conditions that its educational value is largely lost. The instructor plans the work, and is largely responsible for its success or

failure. The boys work as assistants to the instructor—sometimes under conditions curiously like "gag" labor—and often fail to apprehend the significance of the operations performed.

Many of these schools have boarding pupils chiefly—that is, young persons far removed from the conditions social as well as agricultural, which surround them at home. In these cases, the school rarely carried its work through the summer—in fact its courses are apt to be hardly more than six months in length. Many of the students are men from 20 to 25 years of age, and these as regards needs and capacity, more nearly resemble the "short course" students of the agricultural colleges than they do the pupils for whom Massachusetts agricultural schools should be designed.

The Elements of Success.

In endeavoring to devise suitable standards as a basis for the approval to be given by the Massachusetts state board of education to schools seeking state aid in that commonwealth, it early became apparent to the agents of the board that the following conditions were necessary to the success of such education:

(1) The instruction must be designed primarily for boys from 14 to 18 years of age, living at home, and consisting essentially of two classes, viz, (a) those whose parents had farms, and (b) those whose parents, living in villages or cities had no farms.

(2) The instruction must be so organized that each boy could each year do a definite amount of practical work in some phase of agriculture, executed on a commercial scale and under the supervision of a properly qualified instructor.

(3) Each boy should have opportunity to study in the school and in direct relation to his practical work those phases of agricultural science, accounting, shopwork, etc., which will admit of a large degree of specialization if that seems desirable. There is no essential reason why in an agricultural school a boy should not work out projects in one department—e. g., vegetable growing, or small live stock husbandry, for two or more years.

(4) Should not the school be open to receive boys who do not like the regular school or who have failed in their studies? As a general proposition, the agricultural school must be open to receive any boy over 14 years of age, and it must give him (and his parents) a fair trial. But it is also certain that the agricultural school cannot be made a reform school nor a pleasant place for idlers. It must keep only boys who "mean business," who are willing to work hard six to eight hours a day, and who are not trifiers. No vocational school should be a home for intellectual or moral invalids. It should give each boy of that type a six months vacation in order to recover, and it might then give him a trial again.

Methods of Administration.

In the process of establishing and developing agricultural schools, a number of practical questions arise, which are often of a debatable nature. These should at the earliest moment receive the fullest possible discussion. Among such questions are the following:

(1) To what extent should the agricultural school be preparatory to colleges in general or to the agricultural colleges?

Obviously, if the agricultural school is to devote its chief attention to the work of making successful farmers, it cannot spend time getting boys ready for college where the traditional requirements for admission prevail. The agricultural school cannot afford to teach algebra, Latin, French, ancient history and classical English literature. If, as will probably happen, the colleges and especially the agricultural college will eventually so modify their admission requirements as to give some credit for effective instruction in agriculture, then a closer connection can be established with the agricultural school. For the present, the pupil desiring to go to college should take the regular high-school

(Concluded on Page 56)

NOTE—Of the industrial subjects which have recently been added to the curriculum none is more important to a larger number of children than agriculture. Dr. Snedden discusses the fundamental principles which must be observed in making this important study a part of the public-school system in a most popular manner that cannot fail to interest school-board members.

The Oakland School Building Inquiry

By CHARLES HENRY CHENEY, Architect, San Francisco
(Concluded from April Issue)

Of the voluminous data collected by the Commission some of the expert opinions on certain standards of school architecture may be of interest. Thus, in determining upon a size for classrooms, the following standards were found to prevail:

Classrooms.

Mr. Ittner recommends that classrooms be 24 by 32½ by 12 feet in size. Mr. Snyder urges the German standard of 660 square feet of floor area, and the Boston Schoolhouse Commission fixes for elementary grades 23 by 29 by 12 feet in the clear, or 20 by 32 by 12 feet. The following reasons have been offered for smaller classrooms: reduced cost of construction, reduced eye and voice strain and better lighting.

Windows should be on the long side for left-handed lighting and, according to Professor Hamlin, preferably slightly in front of the pupils. The glass area should, if possible, be one-fourth (¼) of the floor area, with window-heads carried to the ceiling and the stools low enough to permit pupils to rest their eyes at times by looking out at more or less distant objects. Lighting only being considered, the choice of aspect would be as follows: first, north; second, west; third, east; and fourth, south. But as sunlight is an important factor in sanitation, and temperature in the cost of fuel and window ventilation, an east exposure is probably the most desirable for lighting classrooms in this climate. West is undesirable on account of the prevailing westerly winds.

In this climate south exposure ought to be satisfactory if the light can be properly regulated without using shades, as it would permit of the maximum use of window ventilation and greatly reduce the cost of fuel. Some authorities state that the temperature on the south side of a building is ten degrees (10° F.) higher than on the exposed side. As the mean temperature during the winter months in Oakland needs to be raised only 12 degrees in classrooms, southern light becomes a very important matter to be considered in connection with open-air rooms and fuel consumption. It might be advisable for the board of education to provide means for the architect to experiment on the regulation of light in a classroom with southern exposure. Administration and other rooms of course may be lighted from any direction. Manual-training rooms ought to receive light from at least two sides.

Doors should be placed near the teacher's desk, to open out, 3½ by 7 feet. Doors should have two inch (2") plain brass numbers and card holders 3 10/22 by 5 inches and hooks to hold them open.

Equipment of Classrooms.

Each classroom should be provided with a bookcase capable of containing 300 octavo volumes in primary and intermediate grades and 600 volumes in the upper grades.

A map support should be provided for each classroom in grades IV to VIII.

Though not absolutely necessary, many boards also provide a teacher's closet for coat and hat, preferably opening from the classroom, but allowable from the wardrobe.

A wardrobe adjoining the classroom, with entrance only from the classroom, from 4½ to 5 feet wide and if possible 16 feet long, should be provided with shelves, sixty hooks and a portable umbrella rack. It should preferably have outside light and it would be a convenience to provide near the window a drinking fountain.

Glass or slate blackboards are the most sanitary and durable, and in the long run the cheapest. Slate cost but little more than the composition boards, which reflect light, are combustible, and are only suitable for the softest and most dusty crayons. The composition boards also need to be frequently coated at considerable expense. The schools of England and Germany have glass blackboards and the best class of buildings in the United States usually are provided with slate boards.

Special Rooms.

Special Rooms.—There is no uniformity about special rooms. Each of the large schools of Boston and St. Louis provide one kindergarten room, one manual-training room, one cooking room, principal's office, and two playrooms. In addition, St. Louis provides two gymnasiums and two shower-bath rooms. Boston provides an assembly room, a nurse's room and a teacher's

room. A nurse's room with an equipment similar to that in the Boston specifications, a teacher's room and principal's office, and store room should be provided, and the large buildings ought to have assembly rooms. If indoor play-rooms are provided they ought to be in the basement.

Assembly Halls.—An assembly room should be placed on the ground or main floor, as it is most convenient, requires least walking, and is safest in case of panic or fire. The Boston Schoolhouse Commission recommends that assembly halls should accommodate from 400 to 800 persons. It is not necessary to seat the full number of pupils in schools of greater capacity. The floor should be level and of wood as in the classrooms.

Music Rooms.—For primary schools, none is needed—the assembly hall is sufficient. For grammar and high schools, your committee recommends the space for a double classroom, 36 by 54 feet with a stage at one end, large enough for a band or orchestra or class. A room of this size will seat an audience of 350 persons. Floor and walls should be deadened. For high schools, an additional space equal to a classroom, one for storage of music, instruments, etc., and two rooms for small classes in harmony, history of music, etc., seem desirable. This room can be made available for debating, classes in expression, etc.

Study Halls for High Schools.—Two double classrooms, 30 by 65 feet, with 120 desks. From practical experience two study halls, as suggested, will prove comfortable for an enrollment of a thousand pupils.

Laboratories.—Four laboratories, physical geography, biological science, chemistry, physics. Each should be 30 by 36 feet with accommodations for thirty pupils. There should be a room 16 by 36 feet between each laboratory and lecture room. At the outer end of this room, there should be a teacher's room 8 by 16 feet; the remainder of the space to be used for storage, desk room, etc. The corridor should be 14 by 16 feet wide, with museum cases along the walls. At the end of the corridor, an outside laboratory for chemical experiments with noxious odors should be provided.

Shorthand and Typewriting Room in the New Manual Training and Commercial High School. The department should have eight rooms, three typewriting, four shorthand and one multigraph and duplication room.

The rooms are to be arranged as a court, and the typewriting rooms are to have a shorthand room on two sides. Between each pair of rooms, there should be a set of sliding or rising doors (rising preferred) so that the rooms may be thrown into one, or that the students may pass from stenography to typewriting, or vice versa, without stepping out of the building.

The wall space on one or two sides of the typewriting rooms, between and below the windows, should have filing cabinets built into the wall. The number of files should be at least ten times the seating capacity of the room.

Each typewriting room should be equipped with the latest model of drop-head typewriter desks and one teacher's desk and chair. The shorthand room should be equipped with long tables or level writing desks, each desk con-

taining a drawer with lock and key, also a teacher's desk and chair and blackboards.

The multigraph room should have a partition of glass to the ceiling or not less than two sets of glass doors connecting it with the main typewriting room. This room should have a storage cabinet, book cases in the wall and well supplied with long tables.

Heating and Ventilating.

In each school building erected there shall be at least one "open-air" room, that can never be entirely closed, preferably opening to the east.

In all new buildings there shall be provision made whereby every classroom may be easily transformed into an open-air room, such transforming measures not to be under the control of teachers and pupils.

In reference to the heating and ventilating of school building, we find the subject to be such a highly technical one that we believe it should be dealt with only by the most experienced and expert engineers. We, however, recommend that—

The heating and ventilating should be determined primarily and chiefly by the local experience and conditions because the humidity and temperature of the air of the "Bay Region" makes our heating and ventilating problem peculiarly our own.

Provision should be made for furnishing much more fresh air at a lower temperature. We believe each regular classroom should receive at least 2,000 cubic feet per minute; other rooms proportionately. The air supplied to classrooms should be as nearly as possible the air in its natural condition.

Methods must be introduced whereby the proper percentage of humidity may be maintained—probably 50% in the classrooms. The humidity and temperature of this locality are such that there need be no trouble in maintaining the proper humidity, by means of a larger supply of air and the use of air-washers or other similar artificial means.

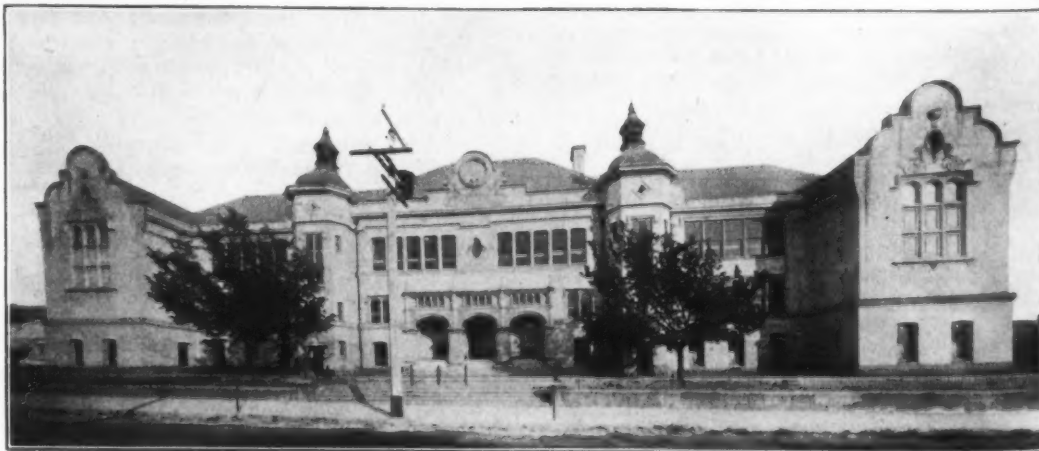
These recommendations are based on the temperature and humidity records of the locality, the well known experience in heating and ventilating school buildings in this region gathered from experts whom the committee has consulted, and from the United States Government Report—"American School Buildings," pages 83, 88 and 94-8.

Toilet rooms should be ventilated by an exhaust fan and special exhaust flue system, drawing air through each water closet, through a raised rear vent and from the floor adjacent to urinal stalls. The toilet rooms should also be ventilated by currents of fresh air from the forced or plenum system serving other parts of the building. The air of toilet rooms should be changed through the exhaust system from seven to ten times per hour during the hours of use.

Safety and Fire Protection.

All corridors should be straight, spacious, free from jogs, and have stairways at the ends. Buildings with wings should be provided with stairways at the intersection of corridors. All corridors should be fireproof and if the appropriation is sufficient the balance of the building ought also to be of fireproof construction.

(Continued on Page 59)

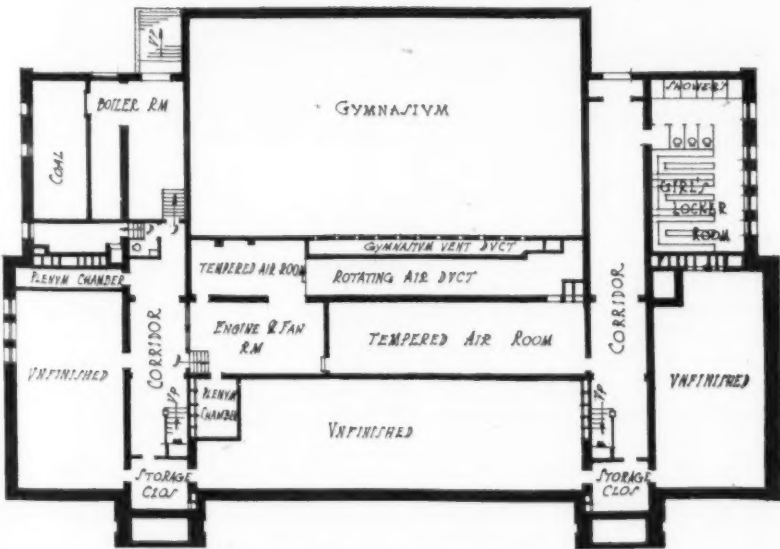


FRANKLIN SCHOOL, OAKLAND, CAL.

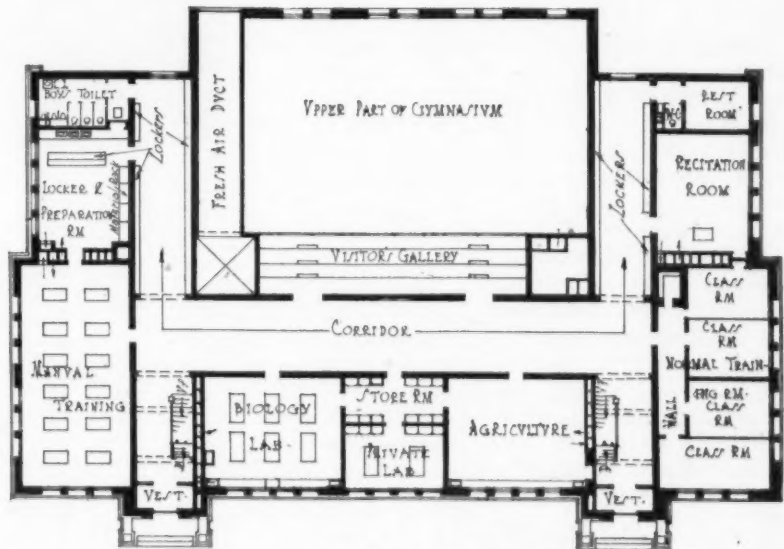
Type of concrete, fireproof and earthquake proof school buildings which are gradually to be replaced by one-story schoolhouses.



HIGH SCHOOL, ROCHESTER, MINN.
Patton & Miller, Architects, Chicago, Ill.



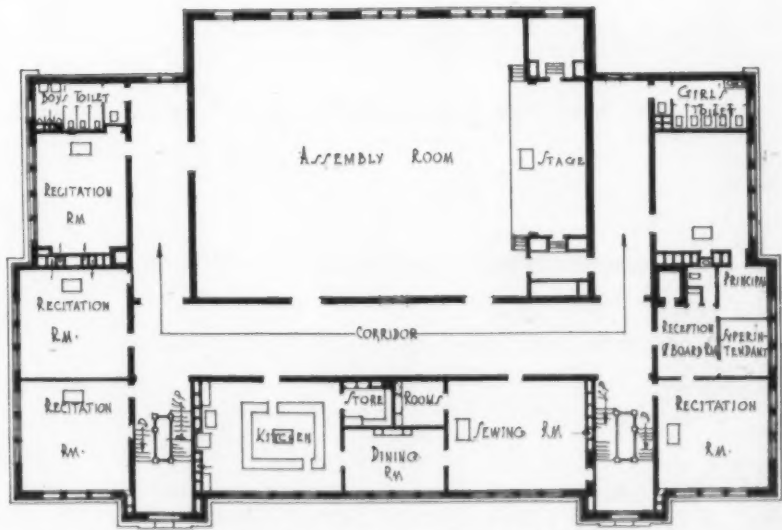
BASEMENT PLAN, ROCHESTER HIGH SCHOOL.



GROUND FLOOR PLAN, ROCHESTER HIGH SCHOOL.



FIRST FLOOR PLAN, ROCHESTER HIGH SCHOOL.



SECOND FLOOR PLAN, ROCHESTER HIGH SCHOOL.

The Cedar Rapids Sanitary Idea

By "C. M."

Practically all important improvements in schoolhouse design and construction have grown out of the observance of bad conditions which required immediate remedies. It is here that practical school officials and school architects have proven the value of intimate experience and have demonstrated the advantage of intensive study of school maintenance problems. In school-building work, there is no room for the dabbler or the architectural experimenter.

A typical example of the value of the practical man's experience is the development of the Cedar Rapids individual toilet-room plan. Here the unruly conduct of upper-grade boys in a single school, have been the cause of revolutionizing the plumbing of the entire public schools of a city.

It was in 1906 that the people of the section of Cedar Rapids served by the Jackson school, complained to the school board concerning the rough treatment of small children while in the toilet-rooms. An investigation by the officials of the board put a prompt end to the breaches of discipline which had caused the complaint. It was observed, in addition, that the basement of the building, especially the toilet-rooms, were in such an insanitary state that immediate repairs were necessary. The basement toilets were so foul and mal-odorous that principal and teachers avoided entering them, and the children were left practically without supervision. Sufficient evidence was readily at hand that the closets were a detriment not only to the discipline of the school, but were a very distinctly immoral influence which must be checked.

An Unexplored Field.

Upon the advice of a committee, Mr. A. T. Cooper, secretary of the board of education, was instructed to make a study of the situation and to devise ways and means for constructing sanitary toilet-rooms. Mr. Cooper's inquiries which extended to a number of cities, revealed similar situations in several school buildings in every community. The officials with whom he corresponded evidenced a general concern in the problem of better sanitation, but could not offer any practical suggestions beyond advising the installation of more modern types of closets and urinals and the use of impervious materials for walls, wainscoting and closet partitions. None suggested a means of affording greater individual privacy in the arrangement of the toilet-rooms or of separating, completely, the younger children from those of more mature age.

As one writer put it, "there is no absolutely ideal solution of the school toilet-room problem, and I presume there never will be." The lack of information on the part of all men he consulted led Mr. Cooper to seek an original solution of the difficulty and resulted, after much

study, in the idea of individual classroom toilets."

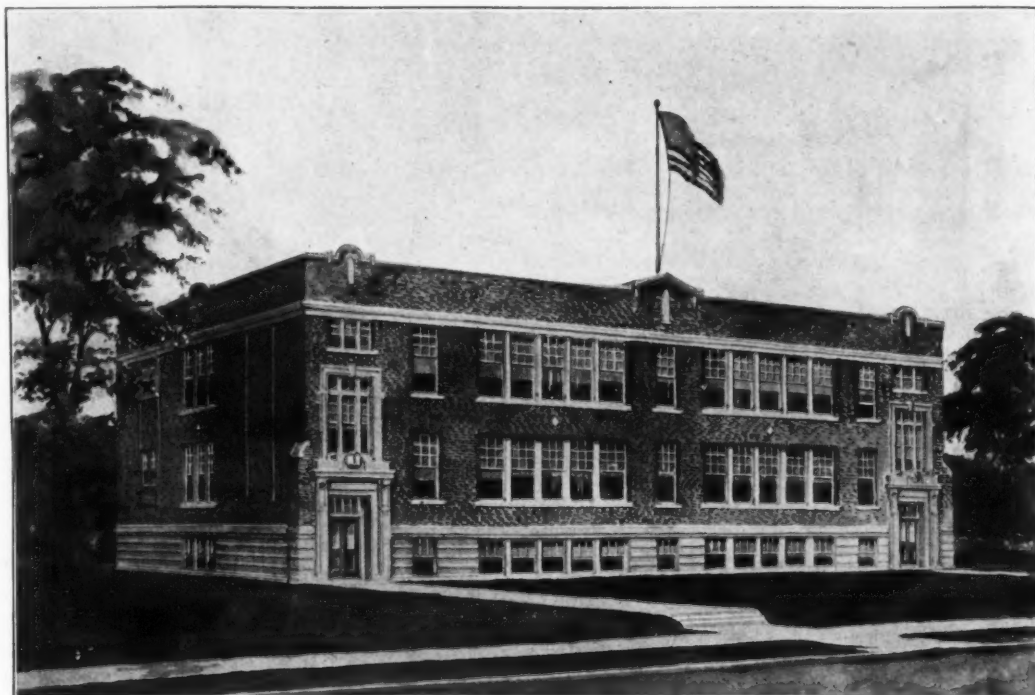
The architects, employed by the school board to work with Mr. Cooper, in drawing up the plans and specifications for the rehabilitation of the Jackson school, were Josselyn & Taylor. Both these men were experienced in school-house work and applied themselves with enthusiasm to devise ways and means of adapting the idea of individual toilets to the Jackson school. They found that the cloakrooms attached to each classroom were wastefully arranged and might readily be cut up to make two private toilets without reducing the space for hanging

hats and wraps below the actual necessities. The final sketches prepared by them in collaboration with Mr. Cooper, appealed to the people of the district, but the board of education was sceptical because the idea was so altogether novel and untried. Finally the argument that where there is no experiment there can be no progress prevailed, and the toilets were built.

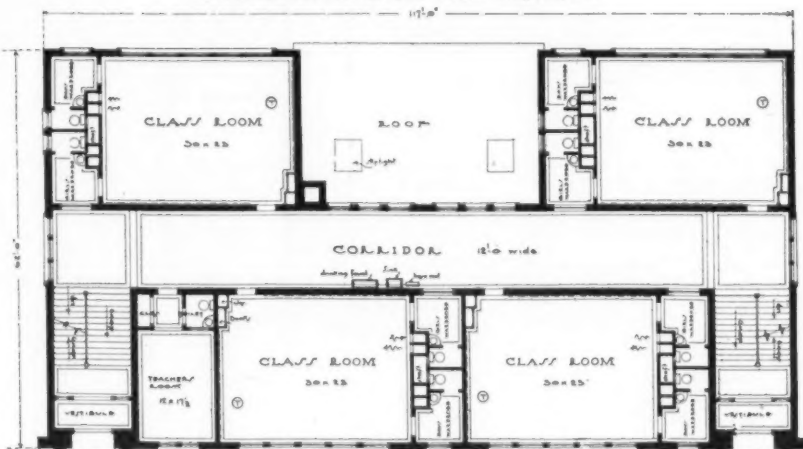
Teachers Pleased.

While the teachers at first rebelled against the idea of having the toilets "right in the cloak-rooms" a month of use turned every criticism into praise. The toilets proved to be odorless, easily kept in order and wholly sanitary. After a year of use, the principal of the school wrote as follows:

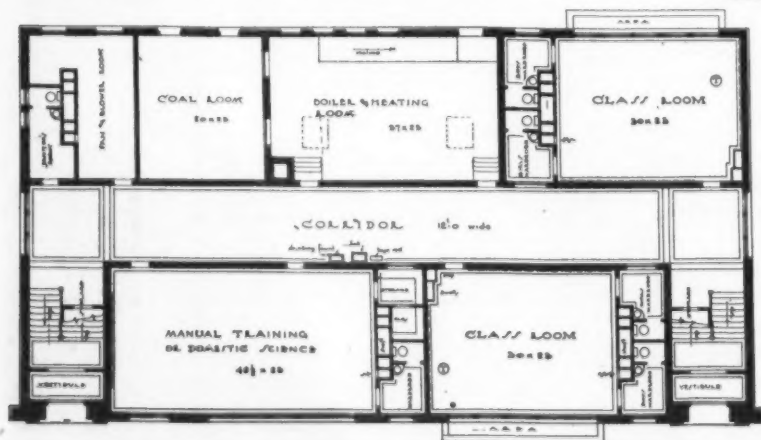
"After a year in the Jackson school with the distributive toilet system installed and in use,



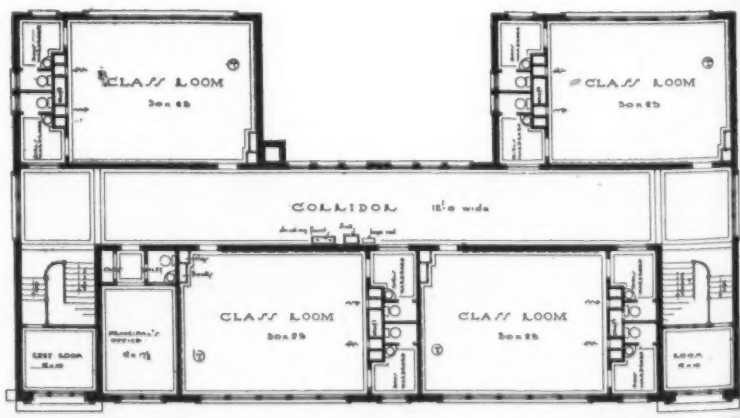
NEW GRADE SCHOOL, PERRY, IA.
Chas. A. Dieleman & Co., Cedar Rapids, Ia.



FIRST FLOOR PLAN



GROUND FLOOR PLAN



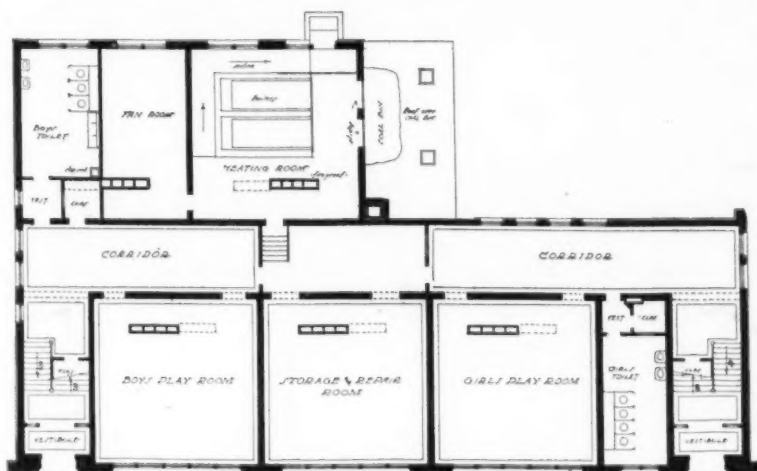
SECOND FLOOR PLAN

FLOOR PLANS, GRADED SCHOOL, PERRY, IA.

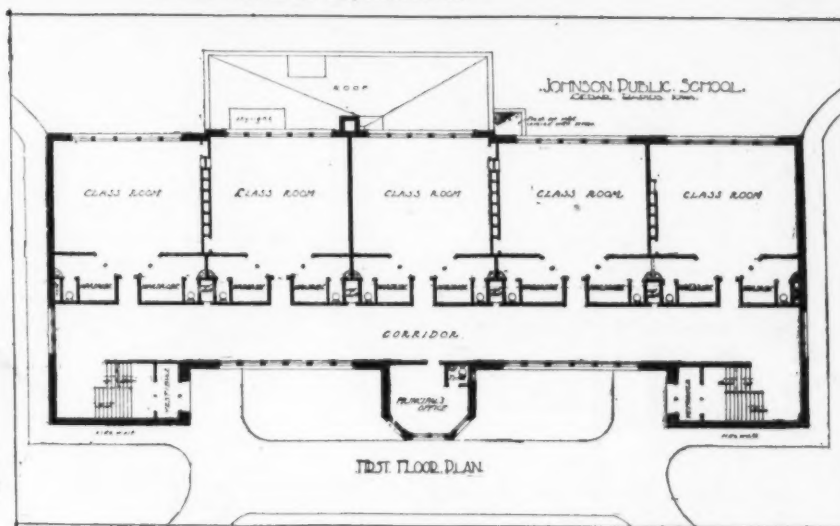
I am compelled to say that no teacher in the school would care to go back to the old plan. In no room in the building have we detected any odors from the toilets. I note that resort to the toilet is no more conspicuous than leaving the room to go to the basement. Under the old system, it was possible for two or even more pupils from each room to be in the basement toilet at the same time, and in this building amounting to twenty pupils at a time, and while it might seem that the present accommodations might not be adequate, yet there are teachers' toilets which could be used in case of emergency, to which we have not had to resort during the entire year. I know that children in different rooms have planned to meet at a certain time in the basement toilets. This is impossible in the distributive plan. I am sure that the necessity of sending children five years old to the basement or any other room accommodating all ages and sizes of pupils is a vicious one. Then, under the old system, many a child made excuse to go to the toilet to escape work and time was thus wasted. This required a



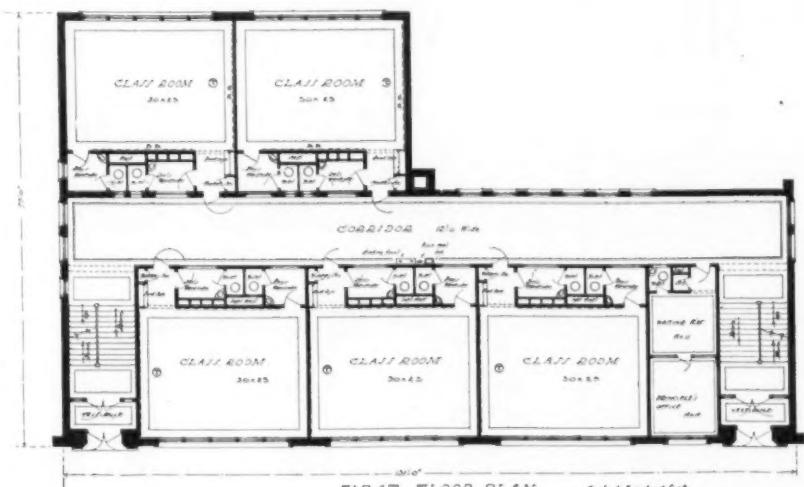
JOHNSON SCHOOL, CEDAR RAPIDS, IA.
Chas. A. Dieman & Co., Architects.



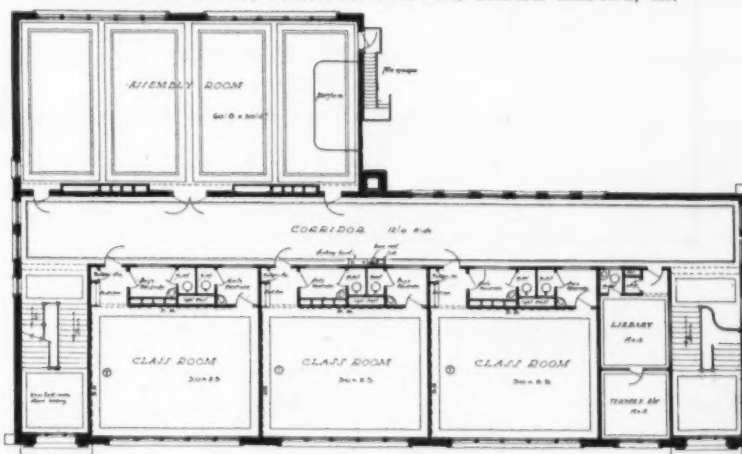
BASEMENT PLAN



FINAL FLOOR PLAN, JOHNSON SCHOOL, CEDAR RAPIDS, IA.



FIRST FLOOR PLAN



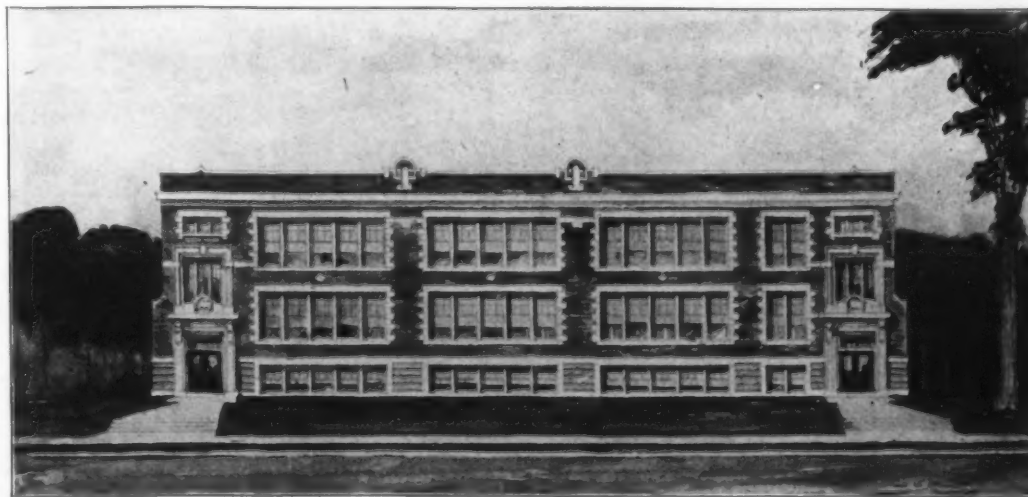
SECOND FLOOR PLAN

ORIGINAL PLANS, JOHNSON SCHOOL, CEDAR RAPIDS, IA.

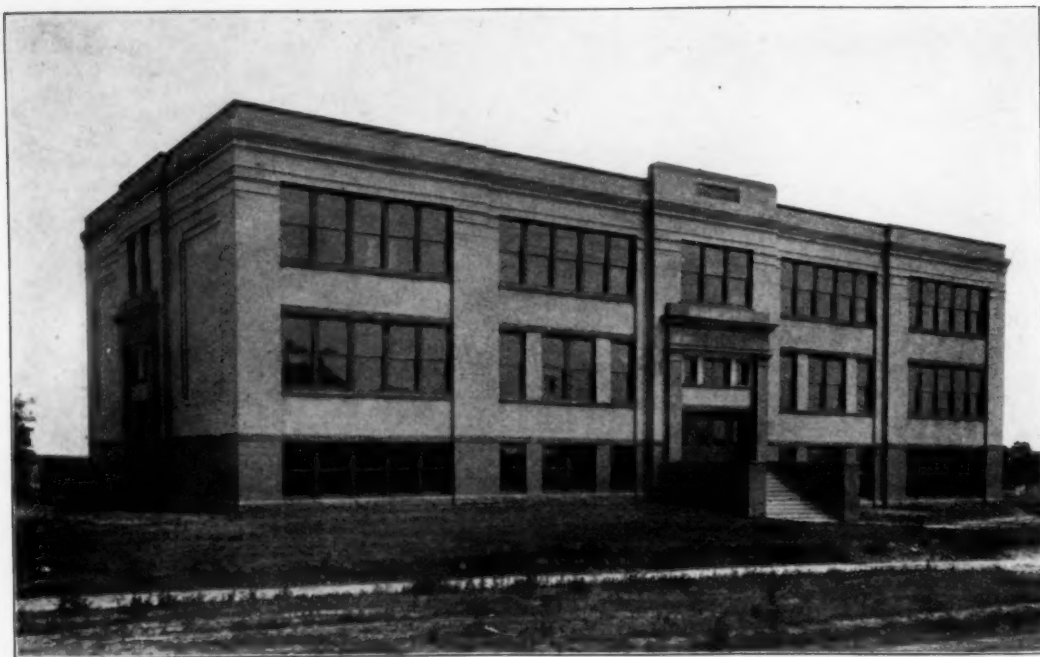
great deal of disciplining now entirely eliminated. This system has met with the approval of all teachers in the building as well as the patrons of the district."—*Mary J. Wright, Principal, Jackson School.*

Since the rebuilding of the Jackson school, the individual toilets have been introduced in three additional old buildings and in two new buildings. Six years of use have fixed the practicability of the idea very firmly in the minds of the school officials and of the school patrons of Cedar Rapids. Like every human invention, the plan is not without drawbacks. In the Jackson school, the toilets are dark and can be lighted only with artificial light. This disadvantage has been overcome in the new school-houses. Some of the earlier fixtures were noisy and were the cause of some disturbances to the quiet routine of the schools. The recent im-

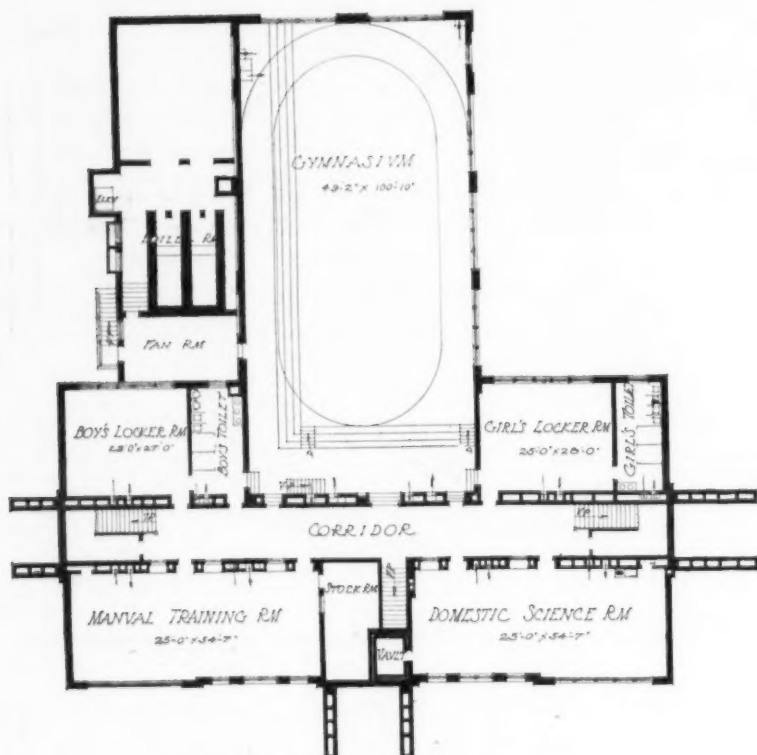
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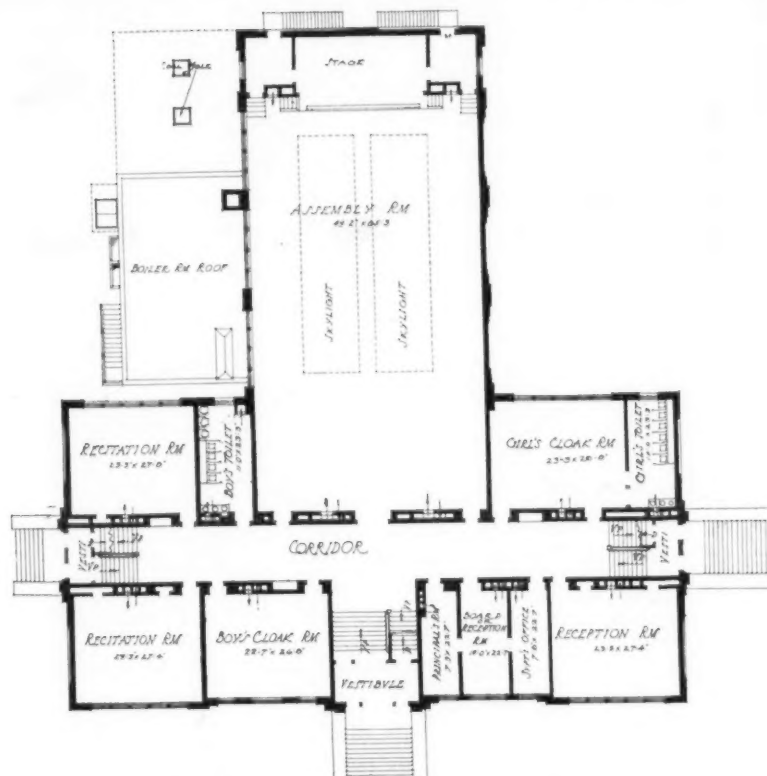
ORIGINAL DESIGN OF THE JOHNSON SCHOOL, CEDAR RAPIDS, IA.



BISMARCK HIGH SCHOOL, BISMARCK, N. D.
Mr. Arthur Van Horn, Architect.



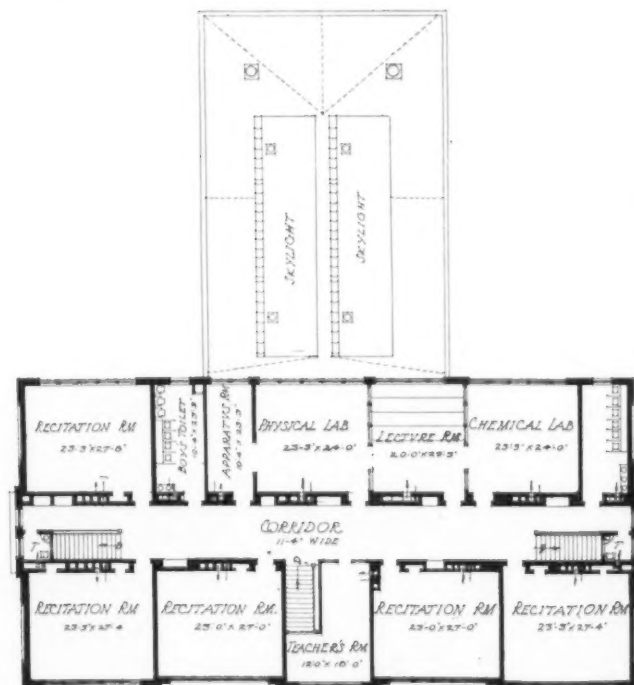
BASEMENT PLAN, BISMARCK HIGH SCHOOL.



FIRST FLOOR PLAN, BISMARCK HIGH SCHOOL.



SIDE VIEW, BISMARCK HIGH SCHOOL.



SECOND FLOOR PLAN, BISMARCK HIGH SCHOOL.

BISMARCK HIGH SCHOOL.

The best test of the success of a high school building is its adaptability to the community for which it has been constructed. If it in the largest measure serves the many and varied activities of the high-school organization which it houses, then it may be truly called a successful building. On the other hand, no matter how monumental it may be architecturally, how fine its equipment, how economical its construction, it is a failure unless it is thoroughly adapted to the educational and physical needs of the boys and girls who are pursuing their secondary courses within its walls.

A building that is a perfect success when measured on the standards just enumerated is the new high school at Bismarck, N. D. The school comprises a main building of two stories and basement, and a north wing of one story and basement in which are located the assembly hall and gymnasium. The foundation of the building is of concrete and the walls are of light-colored press brick, with a dark-brown brick and red Portage stone trimming. The roof is tar and gravel.

The plan of the building is simple and direct. There are three main entrances, one in the



SILAS W. GARDINER SCHOOL, LAUREL, MISS.
De Buys, Churchill and La Bousse, Architects, New Orleans, La.

center and one at each end for girls and boys respectively. Through each entrance the main corridor is reached from which any room of the building can be entered.

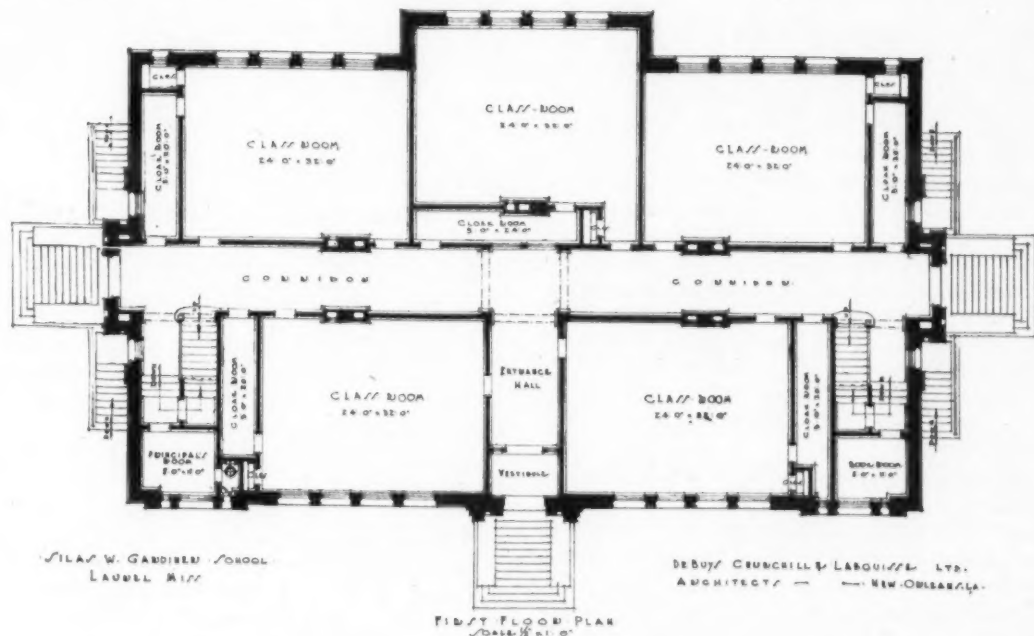
The main floor contains three recitation rooms, two cloakrooms, toilets, an office for the principal, a meeting room for the board of education and an office for the superintendent of schools. The recitation rooms are lighted from one side only and are seated with 30 tablet-arm chairs, mounted on swivel bases, and accommodate thirty students each.

On the second floor, at the head of the main stairs, is a restroom for the teachers fitted with wardrobes where they may store their outer wraps, etc. On the same floor there are five recitation rooms, each intended for thirty students. There are, also, separate toilet rooms for boys and girls.

The laboratories which are on this floor, are separated by a lecture room furnished with raised seats. A room for storing apparatus is provided. Each of the laboratories is fitted with electricity, gas, hot and cold water. Ample provisions have been made for botany and biology as well as for chemistry and physics. The lecture room is separated from the laboratories by means of glass partitions so that the latter may be readily supervised by one or two instructors.

The assembly room, on the first floor of the building, has a floor space 49 by 85 feet and a seating capacity of 300 single desks or 600 chairs. The room is lighted from the north and has supplementary light from sawtooth skylights. In daily use and during a year the room has been found to provide steady light without glare or eye-strain. The rear of the room has been furnished with library tables and sectional bookcases and serves as a reference library. At the front end there is a stage 16 by 28 feet, large enough for all ordinary school entertainments, lectures, etc. On either side of the stage there is a dressing room.

The corridors of the building are absolutely straight and without projections of any kind. A number of niches or recesses have been pro-



vided which will be fitted up with exhibition cases for the display of pupils' work and athletic trophies.

The interior finish of the building consists of hard maple floors, birchwood trim stained a mahogany color, slate blackboards and plastered walls and ceilings. The laboratories are finished in a silver gray and have woodwork of the same color.

The basement of the building contains the domestic science and manual training departments, lavatories and locker rooms. A large stock room is provided for the storage of wood and tools for the manual training department and a vault has been installed for the storage of records and documents of the board of education.

The gymnasium is in the rear extension of the building, below the assembly hall. It has a total floor area of 49 by 100 feet and is equipped with a suspended running track and an observation gallery. The room has a twenty foot ceiling and is large enough for all athletic activities

of the school. The locker rooms which adjoin the gymnasium are equipped with shower baths and steel lockers.

To the north of the gymnasium, and independent of the main building, is the power plant consisting of a large space for coal storage, a boiler room and a fan room. The fuel room has a concrete roof level with the surrounding building site, so arranged that wagons delivering fuel can dump the coal directly into the bins.

The heating system is a low-pressure steam, furnishing both direct and indirect heat. The power is supplied by two 75-horsepower boilers and is guaranteed to keep the rooms at seventy degrees during severest North Dakota winter weather. Mechanical ventilation of the building is supplied by a motor-driven fan eight feet in diameter. The fresh air is drawn into the fan from the roof level passing first through tempering coils and through a steam-spray humidifying device. The latter is controlled by

(Concluded on Page 62)

THE AMERICAN School Board Journal

DEVOTED TO

Legislative and Executive School Officials

WILLIAM C. BRUCE, Editor

EDITORIAL

"SHOP EARLY."

The familiar injunction of the Christmas season, to *shop early*, may seem rather incongruous in an educational periodical, and at this season of the year. Still, it is a most timely and pertinent warning for school boards who desire to see their schools open in September with a full complement of furniture, apparatus and supplies.

The long summer vacation, preceded as it is by a month or more of most absorbing preparation for examinations, promotions and graduations is largely the cause of the improvident attitude of school boards toward the buying of supplies. Every well-regulated school board depends for its lists of needed furniture and teaching materials upon the annual inventories and requisitions of teachers and principals, summarized and presented by some executive officer for final action. It is quite natural that the pressure of work for several months previous to the closing of schools is responsible for putting off such a relatively remote matter as supplies for the following year, until the time when examination papers are graded and final reports are completed.

Thus it is that the average school board thinks about buying supplies only after the school year has ended and the summer vacation has well begun. This makes the educational trade almost wholly a seasonal business which begins about the middle of June and continues at a furious pace until the first week in September. Practically ninety per cent of all material used in the schools are bought within a period of less than two months, while only emergency orders are sent out during the ten remaining months of the year. That a situation like this is not conducive to economical methods is apparent to every business man. It is quite inevitable that goods sold in so short a period must, even when possible orders are anticipated, be rushed unduly through the factory and must be distributed at a rate that cannot insure the most careful service.

The congestion of the school supply business during the brief summer season is the chief cause why many school boards are unable to receive satisfactory tenders on their lists. When the buying season is at its height, it is quite natural that the best manufacturers and dealers are not anxious to make great efforts for business. The improvident school boards must enter the open market for their most needed materials. Even then some cannot be insured of deliveries but must accept inferior articles or must buy from less desirable sources. This is well illustrated by the experience of two important desk manufacturers who during 1912 were obliged to refuse contracts for thousands of desks simply because they could not manufacture them within the short summer season.

Quite a contrast to most school boards are a very small number of cities who begin placing their orders for the following year's school supplies in April or May, or even earlier. These usually provide through their rules that requisitions be compiled just after the opening of the second half of the school year when principals and supervisory officers have sufficient time and inclination to make careful estimates of what may be needed. The contracts of these cities almost invariably stipulate that delivery shall be made during the months of June or

July. It is a well established fact that they receive better prices and more careful delivery of goods than do the neighboring towns who wait until the beginning of the summer vacation.

The school board that would do its full duty by the children enrolled in its schools, will place its orders early. It will not wait until the eleventh hour, but will insure satisfaction in the quality and price of goods by early buying. It will obviate much annoyance and much anxiety for its teachers and supervisory officials by heeding the warning to "*Shop Early*."

COMMISSIONER DRAPER DIES.

New York state education has suffered a most serious loss in the death, on April 27, of Dr. Andrew S. Draper, first commissioner of education and "grand old man" of public-school educators.

Dr. Draper was born in Westford, N. Y., June 21, 1848, graduating from the old Albany Academy and from the Albany Law School of Union University. For fifteen years he practiced law in Albany and in 1885-6 served as a member of the court of commissioners for the Alabama claims. From 1886 to 1891 he was state superintendent of public instruction and in 1892 was elected city superintendent of schools for Cleveland under the then newly organized "small school board". He left, however, in 1894 to become president of the University of Illinois. The city superintendency of New York was offered him in 1898 but he declined. In 1904, when the University of the State of New York and the superintendency of public instruction were merged in the state education department, Dr. Draper was chosen as first commissioner of education. His last great achievement was the completion and occupation of the magnificent Education Building at Albany, the idea of which he first proposed and then carried to successful fruition.

During the year past he suffered from an increasingly acute bronchial affection which culminated in his death.

Dr. Draper was one of the leading and most influential advocates of the professional control of education and as the head of the New York state department did more than any other single man to establish the prerogatives of city and district superintendents. As an administrator, he was vigorous and fearless in carrying out every project which he believed made for progress. His early legal training and experience were reflected continually in his judicious interpretation of the school laws and in settling the hundreds of cases which came up to him for adjustment from the individual school districts. As a public speaker on educational matters he was much in demand even though his addresses were usually more philosophic and argumentative than popular. His writings include a number of educational monographs and a long series of reports and addresses.

It will be difficult to find in New York or elsewhere a schoolman strong enough to take up the heavy burden of the centralized state control of education which Dr. Draper carried so easily.

THE STATUS OF SCHOOLHOUSE VENTILATION.

No part of the general problem of school hygiene and sanitation is so indefinite, so unsatisfactory, as schoolroom ventilation. A committee of the American Society of Heating and Ventilating Engineers sums up the situation thus:

* * * "There is no agreement among the physiologists and the medical profession as to what constitutes best conditions of temperature, humidity and air movements."

Ventilating engineers have for nearly half a century worked out ventilating systems based

upon the theories that the human being requires thirty cubic feet of fresh air per minute and that the air should be held uniformly at a temperature of 68° or 70° Fahrenheit. These theories have been rudely shaken by most conflicting testimony of physicians and physiologists. There are those who say that "cold air" rooms are the solution of the ventilating problem; others would require open windows at all times; others believe that the volume of fresh air usually supplied is excessive and that merely keeping it in motion will suffice; still others say that temperature is not a factor and the idea of keeping the rooms at 68° or 70° Fahrenheit is absurd.

The careful school-board official will give scant attention to this conflicting mass of ventilation theory until some common agreement is reached. He will follow the lead of the best engineers and the most conservative school hygienists who declare that present established methods give the best and widest satisfaction resulting as they do in conditions which are comfortable and healthful to the great majority of children.

AN EXAMPLE WORTH IMITATING.

The Philadelphia "Press", under date of April 9, reports the first activities of a new member of the local board of education:

"John Wanamaker, recently appointed a member of the board of education, attended his first meeting yesterday. When a committee submitted to the board for approval a list of prior contracts, several of which had been awarded to the new member's firm before his appointment, the merchant asked that the awards be rescinded.

"I do not want to be in the position of a member of the board and have the contracts of that body go to my firm," he said."

Quite a number of the articles for which the order was rescinded had already been delivered to the schools, but Mr. Wanamaker insisted that they be bought from some other house.

In this attitude, Mr. Wanamaker set an example that other school-board members and officers might well follow. His desire to be of service to the public schools of Philadelphia was such that he would not permit any self-interest and any gain to interfere with the letter and spirit of that universal law that no school-board official shall have any interest in the sale of materials used by the schools.

WHY IS A SCHOOL BOARD?

Why do school boards exist? If the actions of some school officials were to be the sole criterion, the outside observer would be apt to believe that they had been instituted for the purpose of giving busybodies employment. Some school-board officials act as though the administration of the public schools was not a mere means to that greater end—the education of the children. They seem to think that their office exists for their own selfish purposes.

An example of this mistaken idea of the functions of the school board was given by the president of a Wisconsin school board, who said: "I always thought that the school board was elected to keep things from happening." Until he had accidentally heard a lecture on the wider use of the school plant, this official had an idea that his chief business was to avoid trouble and to keep down the taxes of the community. He had no sense at all of the constructive character of his work and he was a man of more than ordinary intelligence.

SUPERINTENDENT SCHAEFFER REAPPOINTED.

The governor of Pennsylvania, last month, reappointed Dr. Nathan C. Schaeffer for his sixth term as superintendent of instruction of the Keystone State.

Dr. Schaeffer's record is without equal in the history of state school departments. For twenty

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years he has been a dominating force in Pennsylvania school affairs and that in spite of the fact that his office has been almost without administrative or executive powers. He has more than any other man caused politics, in the state of politicians, to be driven out of the schools and has through the instrumentality of the new code, for which he was largely responsible, built up a simple, workable system of state school administration.

It would be difficult to point to a man in American educational circles who has accomplished so much for the schools and who is more highly esteemed or better liked than Dr. Schaeffer.

GRADUATION AND SCHOOL WORK.

Simplicity and economy have been urged in these columns for many years as the most desirable characteristics of public-school graduation exercises. Every sensible teacher and principal understands the necessity of preventing elaborate displays of dress, the use of carriages, the sending of flowers and graduation gifts.

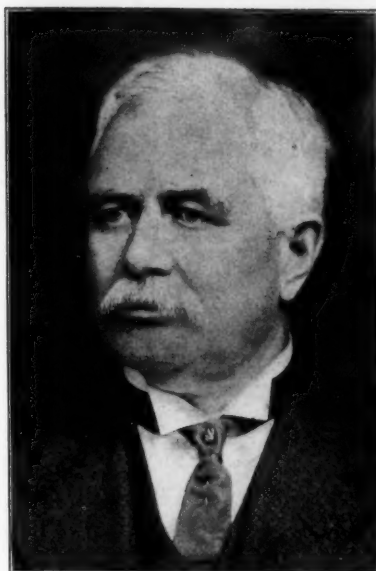
A further improvement in the character of graduation programs, which school boards will readily approve, has suggested itself by the widened activity of the schools in teaching music, manual arts, domestic science, etc. In a circular to school authorities, Assistant Commissioner A. B. Meredith of New Jersey makes this very pertinent comment for relating graduation to the actual work of the pupils:

The graduating exercises should be typical of the actual work done in the school and demonstrate the power developed in the pupils. Let the program show what the pupils are able to do themselves instead of what they do somewhat automatically at the suggestion of the teachers, through persistent drills.

In the small school it is probable that all the graduates will have some part on the program, while in the large schools this will not always be possible. When a selection has to be made it may be either on a basis of superior skill in speaking, or in such a manner as to represent the various activities of the schools.

There is a wide limit in the number of representative exercises which could be given at a graduation. The music could be furnished by the school orchestra without prolonged drill, rather than by a hired organization; an exhibition could be given of what the pupils can accomplish in drawing by doing actual work in the presence of the audience; statements may be made by pupils concerning the content of the various curricula offered in the school, or about some particularly interesting phase of a subject dealt with in class; experiments in physics and chemistry may be performed before the audience, with explanations and applications; the choral music may be by the high school glee club; demonstrations from the school print shop could be given; in fact, all the expressive activities of pupils might be brought into play to show how their powers have been developed.

Tuskegee furnishes us an excellent suggestion of what a graduating exercise may be for that type of school. One student lays up a brick



THE LATE ANDREW S. DRAPER.
Albany, N. Y.

wall, another shingles a roof, another puts tires on a wheel, etc.; students present those exercises which represent permanent values, rather than those in which they are drilled for a special occasion. With the activities now found in many if not most of our high schools, surely something can be found which more truly represents the real work of the school than mere verbal displays.

Nevertheless, the public high school does stand for work in the field of history, literature, art and science, as well as in those phases of knowledge which have to do with merely getting on in the world. Wherever the former subjects can be truly represented in the graduating program, there is a place for them.

CHURCHILL—ALDERMAN.

Two progressive changes in the administration of Oregon schools have taken place during the past month. The first was the election of L. R. Alderman as city superintendent of schools for Portland; the second, the appointment of J. A. Churchill of Baker City to succeed Mr. Alderman as head of the state department of education.

Both men won their new positions by sheer merit. Mr. Alderman did not seek the Portland superintendency; the school board sent to Salem for him because they believed him to be the best man available. Governor West had never met Mr. Churchill when he appointed him but he knew that the Baker City schools were the best in eastern Oregon and that Churchill had made them so.

Messrs. Alderman and Churchill are to be congratulated upon their promotions—the school board of Portland and the Governor of Oregon even more.

A HARMFUL OPINION.

The city counsel of New Orleans has rendered to the school board of that city an opinion which is in a way important to school boards generally, and if accepted as a precedent may work untold harm. In substance the opinion is that any citizen or the press may demand to examine and copy lists of seventh and eighth-grade pupils. Such lists are public records and must be accessible to all, provided, the orderly conduct of school business is not interfered with. If the lists are kept in the respective schoolhouses and the examination of the same would distract the attention of the pupils or injure the discipline of the schools, the board of school directors may withhold the names.

Except for becoming a nuisance to parents and children the use of lists of graduates might gladly be given out by school boards. As a rule, however, they are used by commercial schools whose purpose is to draw the children away to take a brief course. It requires no argument to

prove the harmfulness of many of these institutions. Every school-board member of experience has seen their deceptive advertisements, knows their illegitimate and lying methods of solicitation and has met their pitiful products. The New Orleans opinion may be good law but it is bad public policy.

DISINFECTION AND DISINFECTANTS.

The growing movement for more healthful conditions in schoolhouses has had as a natural result, a demand for means of cleaning classrooms, corridors, and toilet rooms. While this demand has been met in part by vacuum cleaners, there has been a call for disinfectants which should insure the destruction of all minute animal life, especially of the kind which is dangerous to health. The latter demand has resulted in the wide use of various chemical compounds calculated to be used in special fumigation, or in routine disinfections.

In the purchase of these latter materials school boards have not, as a rule, been careful or circumspect. The matter of cost, rather than the germicidal qualities of the disinfectants, has been uppermost in the minds of too many school board members and has decided purchases.

In this connection it is of interest to record that the American Public Health Association has adopted a standard of strength for disinfectants and fumigating agents. This standard which is known as the "phenol coefficient" is far below the efficiency of the disinfectants prepared by the oldest and best known manufacturers. It is the minimum strength at which disinfectants will act thoroughly, promptly and with complete safety.

The school board which buys disinfectants that do not disinfect, is guilty of the most culpable form of negligence which a public body can display. It is compelling helpless children to endanger their health and perhaps their lives, for the sake of a small saving, which is in reality not a saving but a complete waste of public funds.

Men are paid more money to train a colt than to train a child.

A contented teacher earns her salary.

When a teacher's pupils run to meet her it is a sure sign that she is all right.

A lot of superintendents slip up because they lack sand.

A license to teach is not teaching license.

A fine schoolhouse is not necessarily a fine school.

A superintendent who shouts a good deal about his rights usually does so to cover up his wrongs.

School instruction, without love and mercy, is brute education.

There are times when a pint of common sense goes further than a gallon of pedagogy.



Get but don't a class. I kin spell dat way already."

If Simplified Spelling is Introduced in the Schools!
—New York Sun



A Suggestion Worth Heeding.



The Winston-Salem Plan of Training Boys for Citizenship

By LEROY HODGES, Secretary Board of Trade



Training boys for the obligations and responsibilities of citizenship has been undertaken in Winston-Salem, North Carolina along rather broad and unique lines. After nearly a year's successful operation the Winston-Salem plan is worthy of careful consideration, and possibly of imitation. The principal characteristics of this plan are: first, co-operation between the public schools and the local board of trade; second, the establishment of a department of government and economics in the city high school; and, third: the formation of a boys department, or a "Juvenile Club", as it is called, of the board of trade.

The Work in the High School.

At the beginning of the 1912-1913 school year, Superintendent R. H. Latham of the city schools, provided, as a part of the high school curriculum, a course in government and economics open to the senior students, and placed the new department under the direction of the secretary of the board of trade, who, with the approval of the board, had volunteered his services. In this department, the students are taught the elements of government, special attention being given to analysis and comparison of the city, county, state and federal governments. During the term ending with the Christmas holidays, mock elections were held, and the class organized as city council, state general assembly, and as the Congress of the United States. Immediately after Christmas a series of lectures treating of the fundamental principles of economics were arranged, and the attention of the class concentrated on the important industrial, commercial and agricultural problems of this country, particularly the problems of the Southern states.

Out of this work developed a very active interest among the boys in public affairs, and to hold this interest, and at the same time make the work of lasting value, it was recognized that the historic and theoretical study of political and economic problems must in some way be connected with the practical, everyday experiences in the industrial centers. Winston-Salem is essentially a manufacturing community. The means of studying actual conditions are immediately available. A feasible method of undertaking this was provided through the organization of a "Juvenile Club" of the Winston-Salem Board of Trade, and the establishment of a close co-operation between the work of the high school and that of the board of trade.

The Juvenile Club of the Winston-Salem Board of Trade.

Having declared that "No commercial organization performs its legitimate functions unless it makes an effort to inculcate the principles of true citizenship in the minds of its members, and to advance the social conditions of the people always ahead of the march of industrial and commercial progress", the Winston-Salem Board of Trade readily endorsed the plan to form a boys division of the board, and authority was

given the secretary to carry this out. The result was the formation of the Juvenile Club.

Membership in the Juvenile Club is not limited to high school boys, for it was thought best to open to all interested boys of the city a way to become identified with constructive and active civic work. To become a member of the club, however, the boy must be at least 14 years of age and under 21 years old. Another condition of membership is that the boy must subscribe to and recite from memory, before the secretary of the board of trade, the Athenian oath, which is as follows:

"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks; we will fight for the ideals and sacred things of the city both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul or to set them at naught; we will strive unceasingly to quicken the public sense of civic duty. Thus, in all these ways we will transmit this city not less, but greater, better and more beautiful than it was transmitted to us."

A membership register is kept in which the boys sign their names after subscribing to and reciting this oath.

The boys have the privilege of attending all regular meetings of the board of trade, with the right to take part in debates, but without any voting power. They are assigned committee work, and special meetings are held for them twice a month or more frequently if the work demands it. Members of the Juvenile Club pay no fee.

The Club has a membership of about fifty boys, the first member being enrolled October 14th, 1912.

Every effort is made to properly train these

boys for the duties of citizenship; to create in them respect for honest and efficient public service, and to actively interest them in the work of making Winston-Salem a better, greater, and more beautiful city in which to live.

Co-operation of Juvenile Club with High School.

The first employment of the members of the Juvenile Club has been in the industrial survey which the board of trade is making of the city. All of the boys selected to assist in this work are students in the department of government and economics of the high school. In this way the senior high-school boys are able to take part in an organized industrial investigation under proper authority.

In this work the boys visit the local manufacturing establishments and fill out a detailed industrial schedule, in the same manner as do special agents of the statistical bureaus of the federal government. They are held strictly responsible for the accuracy of their reports, and the statistical tables which are being made up are compiled directly from their schedules.

The Winston-Salem plan, as it may be termed, trains the boys of the city for citizenship; first, in the high school where they are taught the principles of civil government and instructed in the theories and basic problems governing our economic order; second, in the Juvenile Club where they have the means of being identified with real work of municipal development, and to take part in actual social and industrial investigations. An opportunity is thus provided for the boys to study at close range the varied industries of the city under competent direction and in an official capacity.

In brief, the plan contemplates, first, teaching the boys how to live; and, second, equipping them with an education by which they can make a living, which, in the end, is the real secret of practical training for intelligent citizenship.



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Public School Educational Department
Victor Talking Machine Co., Camden, N. J.

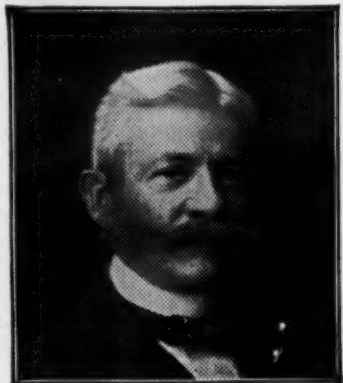
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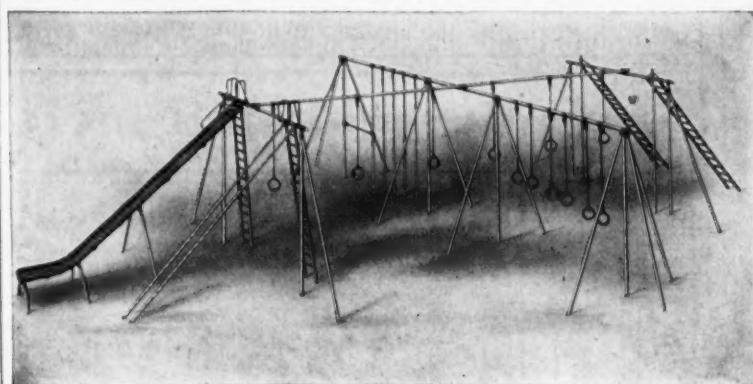
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PORTLAND SCHOOL SURVEY.

A commission of six expert educators began on April 7 a survey of the Portland, Ore., public schools. The resolution ordering the inquiry has the following explanatory preamble:

"It is of the utmost importance that the public schools should be kept at the highest point of efficiency, it is hereby declared that a full and complete survey be made of the public school system of this district, comprising the location, type, character and condition of existing school-houses and the estimated cost and type of future buildings; of the organization and method of administration; of the form and manner of instruction; the courses of study and quality of textbooks; the extent and need of school playgrounds and gymnasiums; the development of domestic science, manual training; trade; agricultural and horticultural schools; the salaries of teachers and other employees; the method and system of accounting; the form of organization; and the examination of the school laws of the state as applied to this district; of the average cost per pupil in comparison with other large cities; and of the scientific method of raising the required revenue—either by direct taxation, or by the issuance of bonds, or by both."

The survey is being conducted under the general direction of Prof. Elwood P. Cubberly of Stanford University, who will also make the inquiry into administrative methods and finance. The following will work under Mr. Cubberly's supervision:

Course of Study—Supt. F. E. Spaulding, Newton, Mass.

Buildings and Sanitation—F. B. Dresslar, Nashville, Tenn.

Vocational Education—Supt. J. H. Francis, Los Angeles, Cal.

General Consulting Expert—Prof. Edward C. Elliott, University of Wisconsin.

Hygiene and Medical Inspection—Lewis M. Terman, Stanford University.

SCHOOL BUDGET PREPARATION.

A most suggestive study of "school budget making" is contained in a recent report of the Committee on School Inquiry to the New York Board of Estimate. Dr. Frank P. Bachman, author of the report, finds that the figures prepared by the New York school department have been much too high for the actual needs of the schools. Inaccurate methods of estimating probable increases in the number of children have been largely to blame. The officers of the board have apparently acted on belief that an exaggerated estimate would when cut down by the Board of Estimate, produce nearly the actual revenue needed. Dr. Bachman points out that this plan has been long discontinued in every other public department of the city.

Dr. Bachman says: "First, it is incumbent on the board of education so to present the facts to the Board of Estimate on the needs of the schools that if funds are allowed for a single teacher less than the number requested, just so much care and attention is denied a given group of children. Second, it is incumbent on the Board of Estimate in view of other municipal activities and of the interests of the taxpayer, to refuse to vote public money on sentimental grounds; hence, it is incumbent on the Board of Estimate to refuse to vote money for the day elementary schools until the board of education presents facts sufficient to demonstrate clearly what the needs of these schools are."

That the number of children actually registered in school rather than the number of pupils in average daily attendance should be the basis for estimating the moneys required in the annual tax budget is the recent recommendation of the School Inquiry Committee.

The figures obtained from the average attendance records, according to Dr. Frank P. Bachman, are likely to be too low for accurate estimates because in bad weather, on holy days and on days when there are civic celebrations, large numbers of children are temporarily withdrawn.

The actual school register, from which is excluded all transfers to other rooms or buildings, and from which is omitted all children who have not attended at least one day during a month, will give the most trustworthy data.

In fixing the New York City budget for 1914, Dr. Bachman suggests that four general facts be established:

1. The estimated total register.
2. The number of pupils on the average one teacher can economically and efficiently instruct.
3. The estimated number of teachers needed.
4. The estimated period for which teachers should be employed.

The basis of estimating the total register should be the average increase for a series of years in the register of the entire school system. "The very safest estimate of the increase in register," says Dr. Bachman, "is the arithmetic average of the annual increases of December over December for a considerable number of years. Estimated registers based on the actual average annual increase for a series of years ranging from one to five years are exact on the average within less than three-quarters of 1 per cent."

The individual school should be the unit in determining the number of pupils for whom one teacher should be provided. "To determine the number of pupils one teacher can instruct, it is necessary to study by months and by grades the number and the size of the classes in each elementary school to the end that the number of teachers actually needed and that could be accommodated under the given conditions may be known."

The number of each kind of teachers needed should be estimated by dividing the number of pupils which one teacher can instruct into the number of pupils shown by the estimated register by months and by grades.

REORGANIZES BUSINESS METHODS.

Salt Lake City, Utah. The school board has recently taken steps to separate completely the office of superintendent from participation in the business affairs of the schools. In the past the superintendent has been responsible for the management of the "supplies storehouse" and

Diseased Children

You cannot keep diseased children out of the schools.

A pupil afflicted with tuberculosis or a kindred disease in its incipient stage, may unconsciously be imperilling the health and lives of the other children and teachers.

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CHLORO-NAPHTHOLEUM---a cleanser more effective than soap and over five times stronger bacteriologically than pure carbolic acid, will minimize this danger.

Cleaning with **CHLORO-NAPHTHOLEUM** in the water in place of soap, soap powders or soda, means cleaner and more healthful conditions. Dirt, grease and germs vanish where this scientific cleanser is used.

Send for reports of School Officials showing ratio of absence in schools cleaned with **CHLORO-NAPHTHOLEUM**, and those using ordinary cleansers.

DEPT. E

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Branches in Principal Cities

certain purchases were made under his direction. The clerk of the board has been largely a record-keeper and has not had control of all the business details of the schools. In the future, however, he will be designated business manager and will have direct charge of all financial matters, of the purchase and distribution of furniture, supplies and books of the auditing and accounting, etc. The superintendent of schools will confine himself solely to educational administration. It is expected that the changes will have a marked effect for bettering the supervision of the schools.

SCHOOL BOARD NEWS.

The school board of Minneapolis, Minn., has extended the school year one week. The change was made on the ground that the board is being criticized for expending so much money on school buildings without using them the length of time they might be used.

By direction of the New Orleans Board of Education, Superintendent Gwinn has sent out a circular to the principals of all the schools giving notice that no subscriptions or contributions of any kind may be solicited in the schools from the pupils. The action of the Board was prompted by a complaint of a citizen against the practice of parents' clubs giving entertainments for the school libraries and other purposes. The report told of an incident where a pupil being too poor to contribute or to purchase refreshments at the entertainment given by the parents' club stole \$5 and spent a dollar of it lavishly at the refreshment booths.

Youngstown, O. The truancy department of the public schools has refused to grant permits to boys seeking employment at certain forms of messenger service. It has been found that the small pay received causes the boys to give up their work and then they roam the streets. The truancy department has not enough members on its force to take charge of these cases and it has been found necessary to limit the employment which the boys may engage in.

The school board of Baltimore, Md., has put its foot upon the payment of expenses of supervisors of special departments to out-of-town conventions of technical associations. At a recent meeting of the board, several such requests were

referred to a committee of the board with power to act, and this committee refused to pay expenses of these trips.

Joliet, Ill. The school board has prepared cards for the recording of fire drills and other safety precautions used in the schools. Thirty minutes each month are to be set aside for the instruction of children in safety principles. Part of this time will be given to the subject of fire drills. In addition, at some time during the month, there will be instruction on the prevention of accidents.

The chief of police of Buffalo, N. Y., has asked the principals of the public schools to co-operate with the police in keeping children off the streets while playing. Every spring and summer many accidents occur due to the carelessness of children playing on the way to and from school. The aim is to have the teachers caution the pupils against this practice each day before dismissal so that the practice will be gradually discontinued.

The juvenile court has asked the school board of Minneapolis for a psychological expert to be employed for the purpose of examining children brought before the court who are suspected of being subnormal. It has been thought desirable to segregate such children from normal children for separate instruction and also for the moral welfare of the normal children. In the past the juvenile protective league has given assistance but this year there are no funds for this work.

Pittsfield, Mass. The school board has voted to adopt the semi-annual promotion system in all the grades to begin in June.

The school board of Denver, Colo., has under consideration a special school for incipient truant. It is expected the school will accommodate fifteen or twenty boys and will be housed in one of the ward buildings.

It has been found that there is a need of special efforts to curb the first tendencies of boys toward delinquency and that many of these have no particular incentive to go direct to their homes from school because of the fact that the parents are not at home. In frequenting the streets they mingle with bad companions and gradually drift away from school and school influences.

The aim of the special school is to save the boys from the juvenile courts and to provide such instruction as will keep them interested in school work and off the streets.

Capt. James F. Oyster, president of the Washington, D. C., board of education, resigned on April 15. Captain Oyster had been a member of the board since 1906 and took a deep interest in the administration of the schools.

The board of education has elected Mr. Henry P. Blair as president to succeed Capt. Oyster. Mr. Blair has been a member of the board for some time, and during the past year has acted as its vice-president. His election was by unanimous vote of the members.

Following the recommendation of Supt. H. A. Johnson, the school board of Rochester, Minn., has adopted radical changes in the school system which will be a distinct departure from anything in the state. The most radical of these changes will be the organization of junior and senior high schools, eliminating the present four-year course and the promotion of the students by subjects and not by grades.

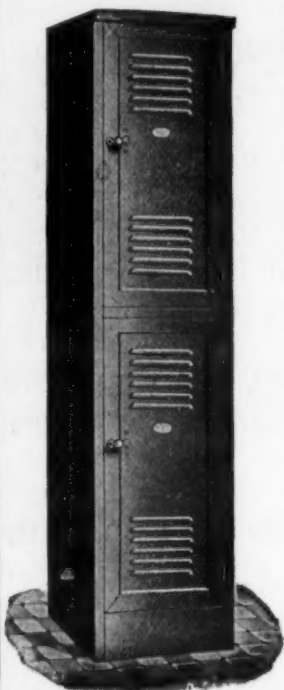
The junior high school will consist of the present seventh and eighth grades and the freshmen of the high school. The senior high school will include the sophomores, juniors and seniors. Programs have been arranged for three courses in both the junior and senior schools. The courses will give training in general cultural subjects, industrial or commercial studies. German and vocational training will cover a six years' period and teachers who have specialized in these subjects will be appointed as instructors.

Another radical change is the future employment of teachers. All appointments are to be made on a rating basis which will include the following points: influence on students; teaching ability, discipline; scholarship; energy; professional zeal; results; relations with teachers and care of property. Teachers who receive a rating of 80 per cent or more will receive increases in salaries. Those who fall below the standard will not be promoted and may be given lower classes to teach. Teachers who fall below 65 per cent will not be retained in the service.

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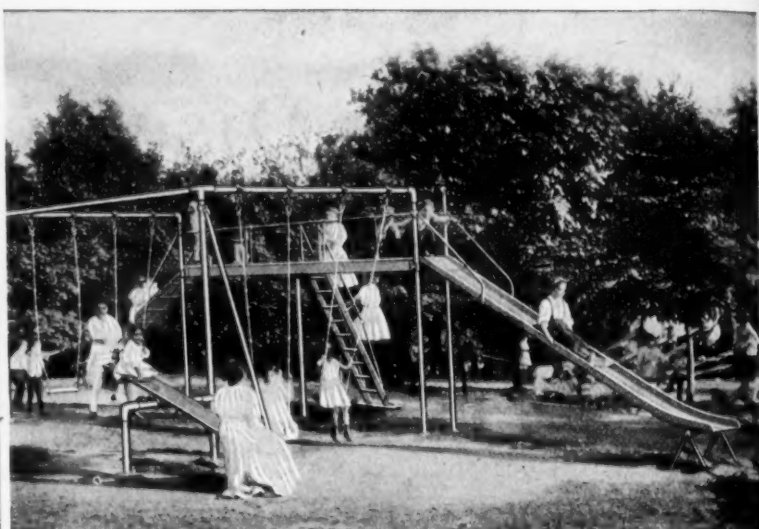
If you are buying or specifying lockers we will deliver, **RIGHT IN YOUR OFFICE**, free of all expense to you, charges prepaid, a finished sample showing the construction and finish of our lockers. You can examine it carefully and return at our expense, the carrying charges to be paid at this end. Then you'll know what **GOOD** lockers are like. You can see and test our **FRAMELESS CONSTRUCTION**, **NEW WELDED, TUBULAR, PANEL DOOR**, without a rivet or bolt showing—the **NEW STEEL PIVOT HINGES** and **REINFORCED CORNERS**—**YALE LOCKS**, **BEAUTIFUL BAKED ENAMEL FINISH**. In fact, you'll see a high class locker at a low class price, which will surprise and delight you. **SAY YES**, we'll do the rest.

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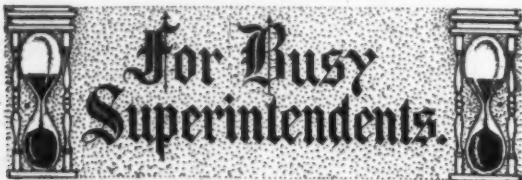
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MR. WINSLOW ELECTED.

The school committee of Providence, R. I., has by unanimous vote elected Mr. Isaac O. Winslow as superintendent of schools to succeed Mr. Randall J. Condon.

Mr. Winslow has been assistant superintendent of the Providence schools for nearly three years, and since the resignation of Mr. Condon in December last, has been acting superintendent. He is a graduate of Brown University and has been connected with the Providence schools



I. O. WINSLOW,
Superintendent of Schools Elect, Providence, R. I.

as teacher, principal, and assistant superintendent continuously since 1895.

Mr. Winslow comes of old New England stock and is a native of Maine. His early education was begun in the rural schools. At the age of fifteen he became a resident of Providence and after graduation from college was appointed principal of the Federal Street grammar school. Here he served six years resigning to enter business in Maine. In 1895 he returned to Providence to become an instructor in the Technical High School.

Mr. Winslow has been a student all his life and has contributed numerous articles on pedagogical subjects to the educational magazines. He has written a number of textbooks and has edited some supplementary school literature. His best known work is the Winslow geography reader (Heath), which is in common use throughout the country.

Co-operation and Independence.

An open letter of State Superintendent Francis G. Blair, on the relations of superintendents and teachers, and addressed to the school people of Illinois, makes plain some pertinent truths. He writes:

Co-operation and independence are big words and express two big relations between superintendent and teachers. A wrong interpretation of the words or the relations leads to disaster and failure.

Whenever a superintendent under the name of system smothers the initiative and over-rides the opinion of his teachers he is making co-operation a synonym for despotism and tyranny.

Co-operation rests upon agreement. Agreement should be the result of free and open discussion. The ideas, the judgments of all the teachers should have their influence upon this agreement. Out of this free, untrammelled discussion must come the agreement, the plan of action. This plan will very rarely embody the complete thought of either the superintendent or the teacher to the exclusion of the other. It will embody only the large essentials of systematic effort, leaving much to the individuality and preference of the teacher. This general plan is the basis for co-operation and the test of loyalty. No teacher can violate its provisions

in the name of independence. She had her chance when the plan was in the making. Now she should follow it until a better one is made. The superintendent is the official administrator of the plan. He can and should insist upon a full compliance with its provisions.

Whenever a teacher in the name of independence assails the general plan or the acts of the superintendent in his efforts to carry that plan into effect, she is making independence a synonym for disloyalty. She was free to exercise her judgment and preferences in the shaping of the plan and much room was left outside of it for a large range of individuality.

Moreover, no teacher can be free in the true sense of the word unless she is protected from interference. The general plan is a guarantee of protection within certain general limits. The presence of a large minded, courageous superintendent makes possible the most economic co-operation of the teaching force and the fullest freedom of the individual teacher.

Let us hear less and less of despotism and disloyalty and more and more of freedom and co-operation.

Credit for Outside Work.

In many western schools there has recently been introduced a system of credits for homework. The state of Oregon has adopted this method in its rural schools and has met with great success. Along these same lines the city of Blackfoot, Ida., has recently adopted a list of credits for high-school students who assist in the work of the home. In many cases, the students are working their way through school and they will receive equal recognition for the work which they perform outside of school hours.

The extra work accomplished by these working pupils in private homes necessitates the sacrifice of many evening hours in the preparation of lessons and it has been the opinion of the school authorities that the credits will give some recognition for the extra time spent.

The list of credits is as follows:

1. A pupil obtaining 500 credits may add 5 per cent to the standing of any study for that month.
2. A pupil receiving 500 credits may receive a half holiday.
3. A pupil receiving 500 credits may choose

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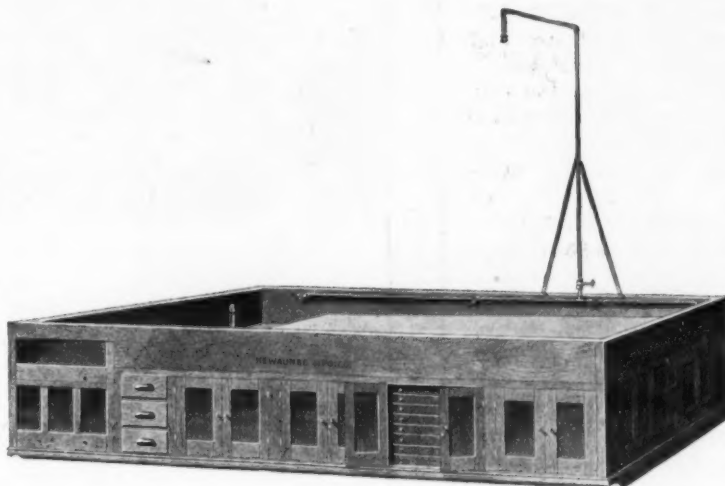
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DURING the past fifteen years there has been a great revival of physiography teaching in the high schools. The renewed interest in the subject and the application to it of modern methods of teaching science have practically revolutionized the work. Instead of the old didactic methods of committing to memory the descriptions of many phenomena of land, water, winds, etc., the pupil now seeks out a few of the most common and portentous facts, then studies the process of nature to find the explanation of these facts. We now study cause and effect.

Observation has been much more common in physiography work than has experiment. Field trips and the study of maps is purely observation. Most work with rocks and minerals is observation. Experiment differs from observation in that it prepares the conditions and

controls the activities, for the sake of observing certain effects. The experiment is not capable of so wide application as pure observation, but in its field is the more effective method." * * *—*Ralph E. Blount.*



The thing of most individuality in the whole laboratory is the Sand Table and its appurtenances. It is designed for experimentation rather than for simple observation. There is hardly a pupil so dull as not to arouse under

its attractions. Those already interested in the work are stirred to enthusiasm by its charm. On the table the processes of nature can be simulated to a remarkable extent. In some respects, though not in all, it is better than observation in the field. You can get what you want to study just when you want it and can be sure of it rain or shine. In the field you find nature static; on the Sand Table the student is attracted by the activity, hour by hour, day by day, for weeks or months. Nature is dynamic. The pupil comes to know her processes. Rain effects and streams are reproduced true to nature. In every step experiment takes the place of mere observa-

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to add 5 per cent to any of his examination grades.

4. A pupil receiving 500 credits may be excused from gymnasium work for one month.

5. A pupil receiving 500 credits may be excused from one rhetorical program. (Only one during any year.) This does not apply to Seniors.

Credits will be given as follows:

1. For rising before seven o'clock without being called.
2. For building the fire.
3. For milking one cow.
4. For getting in the day's fuel.
5. For tending one horse.
6. For tending the chickens.
7. For blacking the stove.
8. For washing the dishes.
9. For wiping the dishes.
10. For sweeping the floor.
11. For making the bed.
12. For washing the windows.
13. For brushing the teeth at least once each day for five days.
14. For chopping kindling.
15. For cleaning out a barn.
16. For turning the cream separator.
17. For dusting a room.
18. For sleeping in a room with one or more windows open. For cleaning the porch.
19. For shoveling snow. Each shall receive five credits for each performance.
20. For making butter.
21. For making bread.
22. For getting and serving a meal.
23. For doing the family darning.
24. For washing, starching and ironing the clothes worn to school.
25. For making a dress. Each shall give 60 credits for each performance.
27. For scrubbing a room.
28. For darning or mending your own school clothes.
29. For one hour of home study.
30. For one hour of home reading.
31. For one-half hour of assistance to a younger member of the family with school work.
32. For one hour's work in the garden or on the lawn.
33. For being home every school night from eight o'clock on.
34. For tending the baby one hour.

35. For assisting either parent with business, in office or in home, one hour. Each shall give thirty credits.

36. Attendance of church, Sunday school or young people's societies.

37. Taking part in church choir work, both rehearsal and actual service. Each shall be given 10 credits.

Forfeiture of credits are as follows:

a. Unexcused absence forfeits all credits. b. Unexcused tardiness forfeits 25 per cent of credits. c. Boisterous conduct in halls or school room forfeits 10 per cent.

Reports must be made and signed by parents or guardians. The list must be a record of daily tasks and must come to the office on Monday of each week.

FOR BUSY SUPERINTENDENTS.

Baltimore, Md. The school board has approved a resolution that the board of superintendents be instructed to review the present courses of study in both the elementary and the secondary white schools. The intention is to secure suggestions for the reconstruction of the course along modern lines, advocated by Professor Judd and other leading educators.

Superintendent Gwinn has recommended to the New Orleans Board of Education and the suggestion will be adopted, that with the opening of the Fall term of the schools departmental instruction be established in the sixth, seventh and eighth grades of all full grammar grade schools. This will include some forty schools and nearly all of the schools except the smaller ones. An experiment in department instruction has been tried in several of the schools and the results have been so satisfactory that Superintendent Gwinn recommended its general adoption.

Supt. Douglass of Logansport, Ind., has arranged to open schools for pupils of more than ordinary ability so that they may do more work than could be possible under the old conditions.

The plan is to select strong students from four or five grades and put them under a capable teacher, six or seven in a class and four or five classes in a room. They may have definite assignments during the day that will keep them busy and at the end of the session they will be sent home without any homework to perform. It is not intended to crowd the students nor to

stimulate them unduly with extra efforts, but merely to put them under conditions that will not produce unnatural stimulation or unnecessary repression.

It is claimed that the new movement is a step towards the proper grading of the schools and not a step toward an ungraded school.

Supt. E. G. Bauman, of Quincy, Ill., has formulated a set of suggestions and directions for the course of study in the first, second and third grades which will be given as a guide for each teacher. The suggestions are the result of the belief by Supt. Bauman that proper teaching in the first three grades is of vital importance and that the future welfare of the child is dependent upon the efficiency and ability of teachers in the lower grades to supervise the work.

One of the fundamental principles considered is the proper instruction in the supervision of reading lessons. To this end, Mr. Bauman would suggest mastery of the mechanics of reading, interpretation, a portrayal of the author's thought to increase the vocabulary and create a love for good literature. Two or three lessons are planned with supplementary reading. In the second grade the forms of words, their inflection, interpretation and punctuation will receive attention.



HON. L. R. ALDERMAN,
Superintendent of Schools Elect, Portland, Ore.



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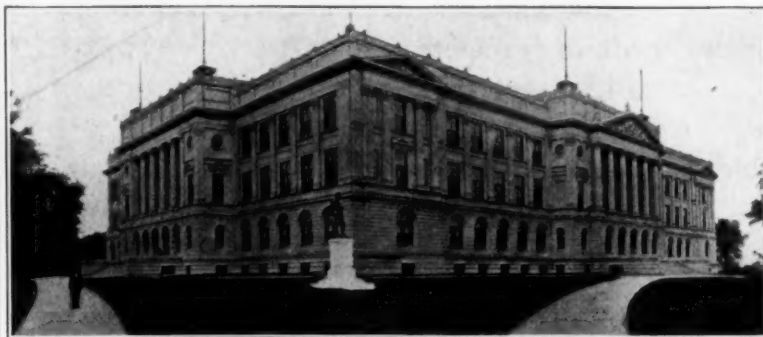
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As the life experience of the pupil must be the basis of all language work, it is important that the study of language shall receive equal attention. These lessons should be both oral and written and the relation between language and play should form a large basis of the child's work in this line.

Spelling should be studied in connection with the teaching of reading and language. The lessons should be both oral and written as the learning of words is facilitated by learning them in parts or syllables. All children should be able to write correctly the words in their vocabulary.

In teaching writing the main point to be kept in mind is legibility and rapidity. In supervising the teacher should note the position, practice of correct forms, the holding of the pencil or pen and the material which is used.

Nature study in the lower grades should not



J. A. CHURCHILL,
State Superintendent of Public Instruction for Oregon,
Salem, Ore.

be neglected. The keynote of this work is the development of sympathy with one's environment and an understanding of it. Elementary knowledge of earth study is a part of the work and the child's expression and observation is expected to supply the basis of the work. Sanitation and health should be included in the list of topics.

The committee on Uniform School Reports and Records provided for at the Philadelphia convention of the Department of Superintendents has been announced. It consists of United States Commissioner P. P. Claxton, State Superintendent J. H. Harris of Louisiana, Commissioner David Snedden of Massachusetts and State Superintendent W. P. Evans of Missouri.

Evansville, Ind. A plan for gathering information concerning high-school students has been adopted which will be of benefit in directing the work of the schools. The plan is as follows:

The students are divided into groups of about twenty-five, each group under the charge of one teacher who interviews each student and fills out a card giving the information gathered. Among the data collected will be information as to what studies the student falls in, what he likes best; what outside work he does in the way of self help such as carrying a paper route; what he intends to take up after leaving high school; whether or not he will attend any institution beyond the high school and the like. The teacher in charge will also consult the parents whenever it is necessary to find out exactly the status of the student.

Summed up, it is an attempt to get into a sympathetic relationship with the pupil, to help him develop his strong points and overcome his weak ones. As yet only a few of the larger high schools over the country have attempted this work, and none so far in Indiana. Dr. F. E. Spaulding, superintendent of the schools at Newton, Mass., is the father of the movement, which is five or six years old.

The school board of Bellingham, Wash., has recently re-elected Superintendent Elmer L. Cave. Under Mr. Cave's initiative, domestic science and manual training have been introduced in the Bellingham schools and night schools for adults and adolescent foreign-born and classes for backward children have been organized.

Concord, Mass. A course in agriculture will be opened next fall in the high-school building. The course will be open to high-school students and to all applicants between fourteen and twenty-five years of age, who may have left school.

A committee of associate superintendents has been appointed by Supt. W. H. Maxwell to inquire into the overwork of high school girls in the city of New York. The action has been taken in response to complaints which have been received and follows a reiterated statement of the instructors that there is a need for a different course in the case of girls. The present course was designed for boys. In schools where there is co-education boys and girls are in the same classes, and they have to take the same lessons and pass the same examinations in all subjects. The girls, being more conscientious than the boys, have taken the studies more seriously. They pore over their home work, in spite of parents and friends, while the boys dodge the work if it is too heavy for them. They will not be broken down; but there are numerous instances of girls breaking down. Nearly every parent of a girl will agree with those who advocate a course for girls and a course for boys. One should be feminine and the other masculine.

A new ruling has been made by Supt. C. C. Brown of Iola, Kans. Every six weeks examination questions are sent out from the superintendent's office. Heretofore the examination grades have counted one-half in determining final standings. Mr. Brown feels that promotions should be made chiefly on the basis of daily work and has now ruled that hereafter daily recitation grades shall count two-thirds and examination grades one-third in making up the final standings. This will put a premium on daily work and will prevent the possibility of pupils concentrating all their energies on two or three weeks' work just preceding examination.

Beginning Medical Inspection.

Grafton, N. D. A plan has recently been adopted for the detection of abnormalities of the eye, ear, nose and throat. The teachers make annually, at the beginning of school, examinations of the eyes, ears, noses and throats

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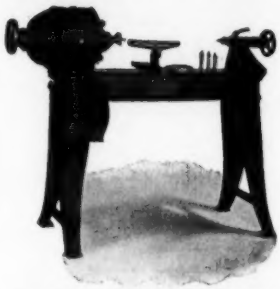
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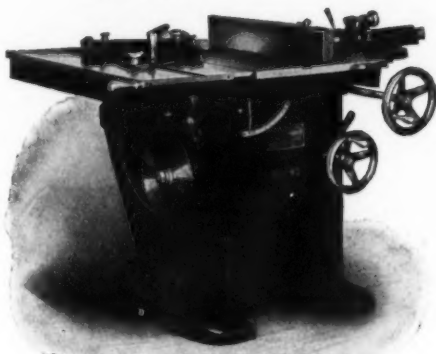
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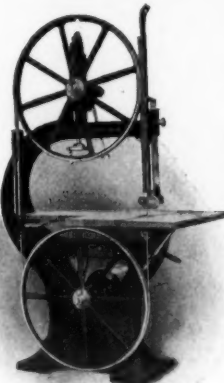
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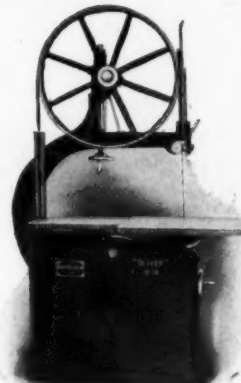
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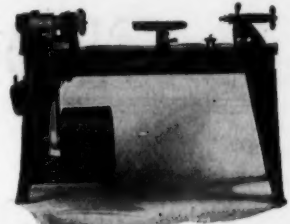
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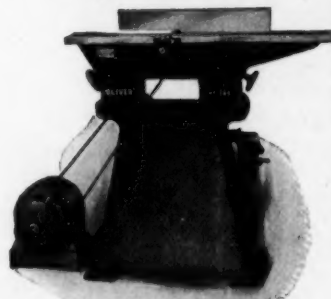
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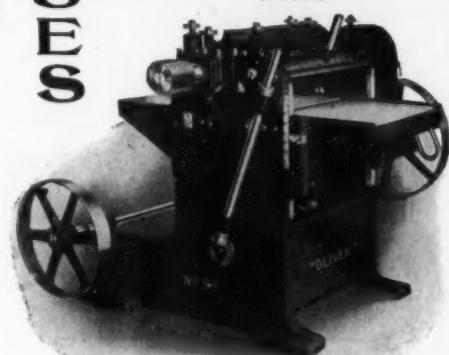
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of the pupils with whom they come in contact. In the first test, the Snellen chart is used. Examinations are made privately and singly and each eye is examined separately. Children wearing glasses are examined to ascertain whether such glasses are properly adjusted. The outward appearance of the eyes and lids is observed and pupils with "crossed eyes" are noted.

In the last three tests questions are asked concerning condition of the ear, whether there is earache, inability to hear an ordinary voice or discharges. Mouth-breathing also is noted.

The results of the tests are reported to the superintendent on blanks marked: "Report of Physical Examination." The names are arranged alphabetically and reports compiled in duplicate, one copy being retained in the office. This allows the keeping of a complete record which is added to each year as the examinations are made. In addition, postal-cards are sent to parents notifying them of the results obtained from the examination and requesting that they take immediate steps to have the defect or malady corrected. The card bears the signature of the superintendent of schools.

The new plan is not at all ideal, but was drawn up by Supt. F. L. Whitney with the idea of preceding and preparing the way for the employment of a school physician and a more carefully worked out system. It has been found to be useful in its present form (1) in discovering and calling to the attention of neglectful parents bad defects and (2) in causing teachers to become more conscious of the physical condition of pupils of whom they have charge.

To Reorganize New Britain Schools.

The school committee of New Britain, Conn., has recently received a comprehensive plan for extending the activities of the elementary and high schools to meet the individual needs of the pupils enrolled in them. The plan which was prepared by Supt. Stanley H. Holmes involves in addition to a number of minor changes, a reorganization of the upper grades, the establishment of a pre-vocational school, the rearrangement of the high-school courses, and with state co-operation, the establishment of a complete trade school.

For the grades, the program includes an open-air class for anaemic children; an ungraded class for over-age and retarded children, in which only the bare essentials will be taught; a vacation school for pupils who have failed in one or two branches, or who wish to gain a class; a school for mentally subnormal children.

For pupils above the sixth grade who will not enter the high school but will leave to enter some gainful occupation, Mr. Holmes proposes a pre-vocational school. Children who enter this school may also include such as show no interest in or aptitude for the ordinary studies of the upper grades. For the boys, elementary wood and metal working and similar practical work; for the girls, cooking, sewing, millinery, etc., are proposed. The object is to be, not to teach a trade but to help boys and girls find themselves. The school should include a considerable amount of academic study.

For children who have left the schools, a continuation school and a trade school are proposed.

In the high school, Mr. Holmes urges the revision of the courses to meet the needs of three distinct types of students: (a) those who will not finish the four-year's course, (b) those who will complete the full four years and then will go to work, (c) those who are preparing for college or for a higher technical institution.

Mr. Cary Re-Elected.

Charles P. Cary, for twelve years state superintendent of the Wisconsin schools, has been re-elected for a four-years' term. The election was preceded by a hot campaign in which Mr. Cary was opposed by William Kittle, secretary of the state board of normal regents. The latter had the support of the state university, of the LaFollette faction in the Republican party and of the Milwaukee school officials. Mr. Cary carried all of the important counties including Milwaukee.

An item in the March Journal erroneously ascribed a movement which the citizens of Hancock, Mich., have begun for the sale of school supplies through the school board to the city of Houghton. The latter community has furnished all materials at cost for more than fifteen years.

AMONG SCHOOL SUPERINTENDENTS.

Kalamazoo, Mich. Supt. S. O. Hartwell has been re-elected for another year.

Marshalltown, Ia. Supt. Aaron Palmer has been re-elected for a three-year period.

Haverhill, Mass. Supt. C. A. Record has resigned the superintendency of the public schools.

Council Bluffs, Ia. Supt. J. H. Beveridge has been re-elected for his fifth term. Mr. Beveridge will receive a salary of \$3,000 per year.

Gulfport, Miss. I. T. Gilmer of Meridian, Miss., has been elected superintendent of schools at a salary of \$2,250.

Red Wing, Minn. J. L. Silvernale has been re-elected at a salary of \$2,300.

South Bend, Ind. L. J. Montgomery has been re-elected superintendent of schools.

Supt. W. I. C. Palmer has been re-elected head of the public schools of Independence, Mo.

Webster City, Ia. The school board has raised the salary of Supt. D. M. Kelly to \$2,200.

W. S. Heusner, of Junction City, Kans., has been elected superintendent of schools for Salina.

Supt. P. F. McCormick, of Dowagiac, Mich., has been retained at an increased salary.

Supt. William Aldrich, of Keokuk, has been re-elected at a salary of \$2,200.

Chicago, Ill. The board following a recommendation of Supt. Ella F. Young, has appointed Miss Elizabeth M. Murphy as assistant superintendent of schools. Samuel B. Allison was also elected to the position of district superintendent of special classes.

New Britain, Conn. The school committee has re-elected Supt. Stanley H. Holmes by unanimous vote. An increase of \$200 in the salary attached to the superintendency was ordered by the committee.

Mr. J. W. Siderer has been elected superintendent of schools for Junction City, Kans.

Columbia, Tenn. R. L. Harris has been re-elected superintendent of schools for the fifth time.

Montevideo, Minn. Supt. J. J. Bohlander has been re-elected for his fourth term.

Supt. J. R. Beachler, of Nutley, N. J., has been re-elected for a three-year term at an increased salary of \$3,500.

The Floods of the Ohio and the Mississippi



A TYPICAL SCENE IN DAYTON AND COLUMBUS, OHIO

again demonstrated the possibility of Natural Slate Blackboards as against all forms of composition board. Put water on wood pulp at any time and you know the result.

The water in the flood districts reached the house tops. Schools were not spared. Everything was flooded. The daily press has reported the story in all its horrible detail.

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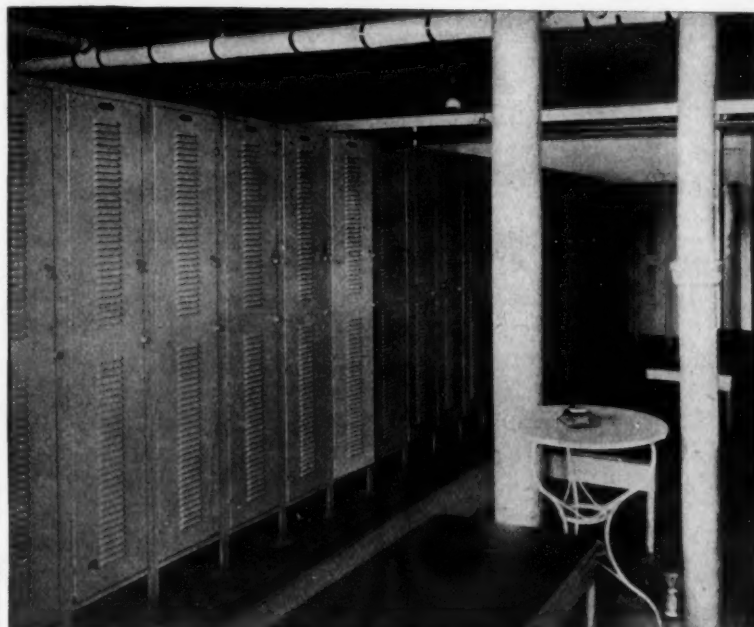
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RATING TEACHERS IN SACRAMENTO.

A report affecting over two hundred teachers has recently been presented to the school board by Superintendent C. C. Hughes of Sacramento, Cal. The report provides for a complete reorganization of the teaching force. The recommendations suggest that teachers be not required to pass examinations, but that their positions and salary shall depend in a large measure upon individual effort. Only earnest workers will be tolerated and all must show a certain amount of energy, intelligence, neatness and vigor to be retained as teachers.

The new idea aims to place teachers upon a probationary term of one year after which they shall be dropped if they do not reach a certain required standard. Advancement and maintenance are dependent upon the efficiency of the teacher and the character of the schoolroom reports.

Measurement for efficiency resolves itself into two main headings. The following items will be the basis for ratings:

(a) Personality of the teacher—The marking would take into consideration the energy the teacher puts into her work, her manner before her class, her neatness, her evenness of temper, her pleasantness, forcefulness, health and vigor.

(b) Flexibility and adaptability—As shown by readiness to adjust to new and changed conditions, and ability to take up new problems, new methods and new undertakings prescribed by the board or superintendent.

(c) Loyalty and co-operation—which would call for the teacher's interest in the schools and the general policies of the department.

(d) Condition of the school room—Taking into consideration its neatness, order and tidiness and artistic arrangement.

(e) Attitude and sympathy toward pupils—Demanding a study of their individual needs and shortcomings.

(f) Discipline and control.

(g) Teaching skill and power to instruct.

(h) Professional interest and ambition to succeed in the work.

(i) Preparation of lessons for instruction.

(j) Ability and readiness to profit by criticism.

(k) Ability to secure confidence and co-operation of parents.

(l) Ability to conduct recitations.

(m) Ability to train pupils to study.

The second heading and undoubtedly of equal importance with the first, would be judgment of efficiency, based upon professional study and outside educational activity, including these items:

Proof of reading books or pedagogical articles, or study of methods prepared and suggested by the superintendent, or the committee for that purpose, the proofs to consist of talks to be given to other teachers, essays or abstracts, but not examinations.

Satisfactory completion of summer courses, in the university summer school or state normal summer schools. This would take a portion of the teacher's summer vacation, but would give her her time undisturbed from schoolroom work during the year.

Of approved leadership or successful participation in club work—that is to say, the teacher might choose to present under this heading her work as president of a club, or chairman of a section, with the approval of the committee, which could be offered in lieu of other educational activity.

The preparation and publication of original manuscript on educational topics.

For efficiency rating on which to base the promotion of teachers in the department, the teachers are to be divided into the following lists and groups:

1st. The eligible list selected by the committee from the applicants for class teacher positions.

2nd. A substitute list, the number of which shall be equal to 5 per cent of the classroom teachers, and to be taken in their order of rank and paid a salary of \$50 per month.

3rd. Probationary teachers to be appointed as vacancies occur in the departments, from the substitute list, and to receive a salary equal to 75 per cent of the maximum salary established by the board of education, the probationary teachers to serve one year, at the end of which time they shall be strictly examined by the committee, using the reports of the principal and the superintendent, and if they have not shown a standard of efficiency marking them as desirable for the regular teaching force, they shall

not be recommended for re-election.

Group D shall consist of teachers promoted from the probationary list, who shall serve for two years at a salary equal to 85 per cent of the maximum salary adopted by the board of education.

Group C shall consist of teachers who, after serving two years in Group D, shall be recommended by the committee for promotion, the recommendation to be based upon the markings of the confidential reports during the previous two years, and the successful completion of one or more of the prescribed study and activities. They shall serve two years in this group and receive a salary equal to 90 per cent of the maximum adopted by the board of education.

Group B shall consist of teachers advanced from Group C, arrived at in a similar manner from the advancement from Group D to C. They shall serve two years at a salary equal to 95 per cent of the maximum adopted by the board of education.

Group A shall consist of all teachers who have been recommended for advancement from Group B, the recommendation based upon confidential reports and their professional study and training. They shall receive the maximum salary and at the end of ten years' service Group A teachers shall be allowed one year for study and travel, on one-third pay, provided that not more than 5 per cent of the teachers are allowed such leave in any one year.

The school board of Iola, Kansas, is considering the advisability of having a summer session. Supt. Brown, on his recommendation, has been authorized to find out how many parents would avail themselves of the summer session if it were established, and if there seems to be sufficient interest a school will be opened one week after the regular term closes.

It is planned to have a six weeks' session open to pupils who have failed in one or more studies or who are retarded one or more terms. Only the basic studies will be taught and no pupil will be permitted to carry more than three studies. Daily sessions will be from 8 to 12 with afternoons devoted to school gardening for both boys and girls, sewing for girls, and shop work for boys.

POWER

(Abstract

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POWERS OF SCHOOL BOARDS VS. POWERS OF SUPERINTENDENTS AND PRINCIPALS.

By Prof. H. L. Miller, University of Wisconsin.

(Abstract of a paper read before the Western Wisconsin Teachers' Association, La Crosse, April 11, 1913.)

"There seems to be nowhere, at least within the school system, a clear and conscious discrimination between those activities of control that are administrative in character and those that are supervisory or inspectorial. The absence of this distinction in the minds of those charged with the main responsibilities has been, it is believed, an important factor in retarding and complicating the development of the public-school system. * * * The next epoch of educational control will need to be dominated by the idea of establishing a scheme of decentralized, co-operative, expert supervision."—Prof. Edward C. Elliott, in his report to the Committee on School Inquiry, Board of Estimate and Apportionment, New York City.

In this statement of the school administrative situation in New York we have presented a definite policy that deserves to be worked out in general school practice. The various officers of a school system—members of boards of education, superintendents, principals, supervisors, teachers—need to be conscious of their respective functions and duties and every effort should be made to clarify the conceptions with regard to these various specialized duties and functions.

The Business of the School Board.

Boards of education are constituted by communities to represent, compactly, the electorate in the administration of education. There are certain legal provisions which define, in an impersonal manner, what the functions and powers of these boards are. In the main their duties lie in the direction of administration; (A) levying taxes, purchasing school sites, altering boundaries, providing for the erection of buildings, and such other activities as shall develop the material aspects of school systems; (B) electing members of the supervisory and teaching staffs and fixing their compensation, determining plans for rewarding merit, retiring teachers, etc.

The distinction between administrative and supervisory activities cannot be over-emphasized. Administrative activities are general—impersonal and executive. They can be carried out by men who possess common sense. No peculiar professional ability or specialized training is required. The banker, the bookkeeper, the grocer, the farmer, the business man in whatever capacity, the lawyer, the physician—the layman in general, if he has the general traits of common sense and managing ability, may be regarded as fit to become members of a board of education. For example, it requires no technical training to work out a tax levy under permissive legislation. For the most part the enforcement of the compulsory attendance law involves only an exercise of police powers. In the letting of contracts for public buildings, the same general architectural conscientiousness is involved as in the erection of private buildings. In such activities it needs no elaborate argument to make clear that in the performance of such functions little more than general administrative capacity is required.

Selection of Supervisors.

In the selection of members of the supervisory staff, the election of superintendents in city school systems or of teachers in rural schools, boards of education are charged with the responsibility of weighing the claims of those who are to engage either in the field of supervision or teaching. In the exercise of this power there are elements of vital concern to the community—elements which are not easily discovered. It is difficult to establish a standard that distinguishes a school which is merely in operation from a school which is so conducted as to secure tangible and measurable results. Only in so far as professional standards are being wrought out and recognized can communities be certain that in the selection of members of the supervisory staff and teaching staff, members of school boards will not make serious blunders. The assumption set forth in this statement is that political methods are soon to become ancient history in the selection of school officials and teachers.

Supervisory activities are clearly direct and personal in character. Special technical fitness is required for the effective oversight and constructive guidance of teaching. The common run of people have no more fitness for these specialized duties than they have for the practice of medicine or the vocation of engineering. Specialized technical knowledge is the primary requisite for carrying out the details of this function. The procedure involves no prescription. The method is direct and personal. That is to say, each separate contact and interpretation has its own individual setting and character. There can be no effective supervision as such by mass treatment. It does not lend itself to "mimeographed" treatment any more than human nature. The aim should be clear at all times. Progress and development, the achievement of tangible results should be the ever present goal toward which supervisory activities are directed.

The Superintendent's Duty.

No more important duty rests with a board of education than the selection of competent supervisory officers, especially the superintendent in city school systems. Political methods, personal prejudices, and petty procedure should be foreign elements in the exercise of this important power. The same general conception should obtain for every position throughout the supervisory staff and teaching corps. The situation is modified in part after the selection of the superintendent. He then becomes the advisor of the board and should be held responsible for the consideration of the claims of teachers and principals who are to be elected, retained, and rewarded. Inasmuch as there are no explicit legal professional standards which control in the selection of members of the supervisory staff, common sense must be exercised. And there is justification for taking into account this common-sense standard of judgment, just as, for example, the same is exercised in approving plans for a private building. The architect submits for approval his judgment of what is appropriate in a given situation. Those for whom the structure is intended exercise wisely a definite control. This factor finds its legitimate place in the affairs of school boards in the selection of the available man for a given position. As noted above, as soon as the superintendent is chosen



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the problem of selecting other members of the supervisory and teaching staff is materially modified.

The superintendent or principal or any school man entrusted with the responsibility either directly or by implication, possesses a delicate instrument in the control of school practice. It is expected that technical ability shall be displayed in the exercise of this control. Only those who are personally fit, possessing a high physical efficiency, only those who are liberally educated and technically trained should be considered competent to carry on the specialized functions of the supervisor and teacher. The superintendent is not exempt in this requirement, notwithstanding the fact that a very large part—sometimes unfortunately all—of his program consists in the performance of administrative duties, delegated in part by the board of education and assumed in part in the mechanical maze of modern practice.

A Division of Duties Necessary.

A separation of the problems of administrative character from those of a supervisory character is clearly a dominant need in the reorganization of school systems. No other single factor promises to contribute towards the efficiency of educational endeavor in such large measure. Boards of education should be conscious of their functions and should come into close quarters with their work. Their powers are the powers which laymen are qualified to exercise. Their duties are clearly administrative, based for the most part on legal grants of power under the forms of direct or permissive legislation. Questions of public policy must be considered. In so far as general educational policies and practices are concerned those entrusted with supervisory powers should be held directly responsible for the specific formulation of methods and practice, and should be permitted and empowered to carry into effect those measures which will insure tangible results. It is within the reasonable powers of school boards to check the work and projected plans of a superintendent or teacher by common-sense standards; but in the exercise of such powers by a lay board the presumption should be that expert supervisory judgment is not expected and no procedure is warranted that would hinder freedom of discussion and the development of constructive measures in education.

School Surveys a New Idea.

In the large units of school administration the usual practice of assigning to certain individuals specialized duties, such as secretary, head janitor, engineer, architect, etc., relieves the lay

boards of excessive details, thereby affording opportunity for the consideration of matters of a more general character. One of the new powers which school boards are beginning to exercise is the practice of providing ways for presenting to those who provide the funds for maintenance of the schools evidence of the efficiency of the school system. The movement to evaluate school management and practice is well under way. It is much better to have school boards raise this question than to leave it to outsiders. Incidentally, it may be fitting to draw attention of teachers to the importance of making preparation to prove the efficiency of their schools.

The clear distinction set up between administrative activities and supervisory activities has its chief significance in the modification of the labors of the superintendent of a school system who is charged with the double responsibility of performing both types of duties. The same point is raised with regard to the principal, supervisor, and other members of the supervisory staff just in proportion to the complexity of each particular situation.

Possibilities of Supervision.

The possibilities for constructive lines of endeavor are meagerly appreciated in the field of school supervision. Specialized courses of instruction dealing with the problems of this field are being organized in productive ways in the best schools of education. It is beginning to be recognized by school men that technical professional training is a prerequisite for success. There is needed, however, a clear recognition of the opportunities for expert supervision and this must be fully realized if our education is to be vitally effective in the United States. We may then be near the day when the opportunity is offered for many men to attain unto bishoprics in the profession of education. By this only can we reduce the temptation of school men to withdraw after a few years of aggravating and harassing emotional disturbances to join the ranks of real estate men and insurance agents or to enter other legitimate occupations in which success and promotion are more certain of attainment.

A more certain tenure of office is needed for teachers and superintendents giving basis for the hope that a desire to hold office will give way to a keen sense of responsibility and a desire to contribute to the efficiency of teaching. We may then expect a policy characterized by what should be done rather than by what seems safe to do; in short, we may institute a scheme whereby teachers and superintendents rather

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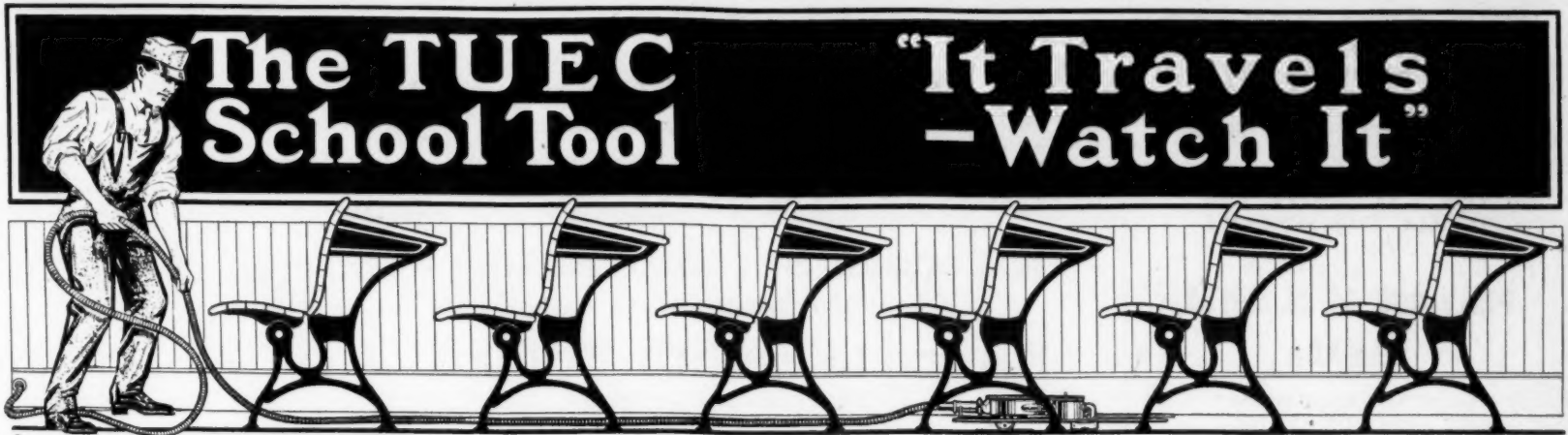
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than diplomats control educational policy and practice. Only by so working out their conceptions can educators confidently expect to dignify their work as a profession.

It should be understood by all vitally concerned that it is not the business of a supervisory officer, superintendent or principal to visit classrooms and to assume a critical attitude, finding as much fault as possible; nor is it his function after a brief casual survey, to supplement the visit by making an entry of the teacher's deficiencies in some mysterious book to be used at some future time as a means either of determining tenure of service or reward of merit. Similarly ineffective is the practice of the superintendent who sits in his office and collects fragments of theories writing them out of the fullness of ideals and stating dogmatically what ought to be done. The superintendent who does this and goes about perfunctorily to see how well his theories are being worked out, testing the loyalty of teachers to follow directions, misses entirely the point of helpful, sympathetic, co-operative supervision. General orders do not fall under the head of supervisory duties. "Mimeographed prescriptions" do not fit the teaching process. No imposition of a specific brand of pedagogy can be compatible with an interpretative attitude which must constitute the basis of productive types of supervision.

The interpretative attitude must be exercised in countless specialized instances with an open-mindedness which characterizes the scientific habit of mind. To be able to render concrete assistance, one must be able to plunge into the midst of things as they are. We shall need a few men and women whose chief purpose in education is to give the general directions, to express aims and values in somewhat general forms. The plea for a technical, expert service is not to be regarded as an indictment of those who have vision and can formulate general theory. Expert service is necessary in the realization of the best in theory. The crucial point in the reorganization of school systems for more effective results lies in the distinction of duties and functions.

The school board of Kalamazoo, Mich., has given its committee power to go forward in its preparations for the opening of the school for tubercular pupils. The expense of the school will be borne by the school board and the anti-tuberculosis association, the former furnishing the furniture and instruction and the latter the food and clothing. It is expected the equipment will cost about \$100 beside the furniture already at the disposal of the board.



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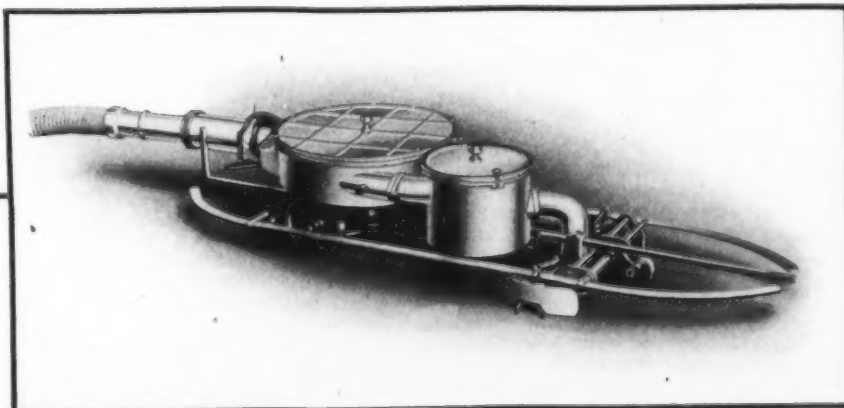
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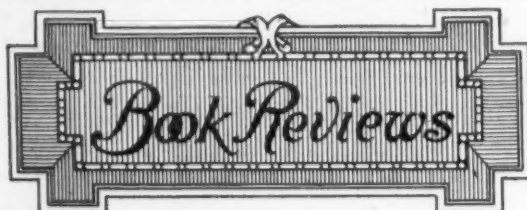
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Style-Book of Business English.

By H. W. Hammond. Cloth, octavo, 232 pages. Price, \$0.85. Isaac Pitman & Sons, New York.

This is the fifth revised edition of a deservedly popular text on the mechanics of commercial correspondence. The first part takes up in detail the elements and the typical forms of commercial correspondence. Much helpful material, in the form of model letters, hints and cautions, is given.

The second and third parts are made up of practical exercises, rules for spelling, capitalization and punctuation, lists of commercial terms and abbreviations, postal information, descriptions of typical office filing systems, etc.

Achievements of Chemical Science.

By James C. Philip, Imperial College of Science and Technology, London. 217 pages. Price, \$0.60, net. The Macmillan Co., New York.

The bare facts, the style, the evident aim in "Achievements of Chemical Science" are almost fascinating. Inspiration rather than information has been the keynote, yet much has been told of the results already gained and of the careful, faithful work by which these gains have been made. A scientific ideal is a high ideal.

Aldine First Language Book.

By Frank E. Spaulding and Catherine T. Bryce. 278 pages. Newson & Company, New York.

Aldine First Language Book Manual.

By Frank E. Spaulding and Catherine T. Bryce. 274 pages. Newson & Company, New York.

In the first book some of the results expected from using this book seem rather large for third and fourth grade pupils. Yet the material is varied and interesting, the questions stimulating, the exercises of a nature to develop a wish to do just as well as possible. After all, good and large results may reasonably be expected.

In the second book a careful study of the manual in connection with the Aldine First Language Book would be illuminating to many primary teachers. Questions, cautions, directions, suggestions, all drive home the thought that growth in power to understand, to appreciate, to enjoy is the end to be desired.

Animals: Their Relation and Use to Man.

By Carolyn D. Wood, State Normal School, Valley City, N. D. 12mo, cloth, 192 pages. \$0.60. Ginn & Company, Boston.

A clear, pleasing style, pointed summaries, good pictures, render the subject-matter attractive. The following good points are emphasized: the adaptation of the animal to its habits of life, the geographic distribution of the domestic animals and the use and relation of these animals to man.

Educational Administration.

By George D. Strayer and Edward L. Thorn-dyke. Cloth, 391 pages. Macmillan Co., New York.

This book which deals with what may be termed the mechanics of educational investigations has been prepared especially for students of school administration. It is in reality an abstract of twenty-four typical educational studies and gives the reader a good insight into some of the most pressing problems of school administration in the United States. The studies selected fall into five classes as they relate to investigations touching, students, organization and courses of studies, means of measuring educational products and school finances.

The book will be especially valuable to classes in administration in which the lectures on the principles of school management are to be supplemented by the study of actual investigations bearing out some of the principles enunciated in the lectures. Possibly the weakest aspect of the book is the fact that it contains many statistical tables which in the continual change and growth of the schools will have outlived their usefulness in five or ten years. The book should be of great value to superintendents and supervisors who are making original studies for the improvement of their schools.

School and Home Gardens.

By W. H. D. Meier. Cloth, 319 pages. Price, \$0.80.

This book gives definite instructions for arranging, planting and caring for plants commonly grown in the house, yard or garden. It is not a book of delightful generalities or experiments but a clear, definite presentation of methods of planting and caring for school and home

gardens. The author has been for several years head of the department of school gardening in a Massachusetts Normal School and the book is the outcome of long experience in conducting school gardens and promoting home gardening. The book is illustrated with numerous photographs of typical gardens and with many diagrams and tables for successful home gardens.

How New York City Administers Its Schools.

By Ernest C. Moore. 321 pages. World Book Co., Yonkers, N. Y.

The contents of this book constituted originally a report of the author upon the investigation of the administration of the New York City schools undertaken at the instance of the Municipal Board of Estimate and Apportionment of that city. The report was so frank and so fearless in exposing the present unsatisfactory conditions in the administration of the public-school affairs, particularly in their relations to the city government, that the report was rejected by the Board of Estimate. The author is very clear and emphatic in his dictum that the public schools of a city should be considered a branch of the state educational system and that they should be administered by a board of education acting as an agent of the state rather than as a department of the city government.

The book will be very helpful and suggestive to any school administrative official who desires to study the New York schools as typical of an American city. We may not agree with the author in all of his premises or conclusions, but it must be stated that the book is an exceedingly valuable contribution to the literature of school administration.

The appendix contains a list of 241 questions asked to test the reliability of the report together with the author's answers to the same. A second appendix contains a discussion on the making of school budgets in New York City.

Swedish Song Games.

By Valborg Kastman and Greta Köhler. 95 pages. Price, \$0.75. Ginn & Company, Boston, Mass.

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The Spring of the Year.

By Dallas Lore Sharp. 148 pages. Price, \$0.60. Houghton Mifflin Co., Boston.

The gray-green tint of the cover of this book suggests that of pussy-willows. Its contents tell of the sights, sounds, scents of spring. Best of all, readers are urged to see, to study, and to enjoy for themselves.

Four-Footed Friends.

By Anna H. Smith, president of the Animal Rescue League, Boston, Mass. 12mo, cloth, 172 pages. \$0.50. Ginn & Co., Boston.

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The Princess and the Goblin.

Simplified by Elizabeth Lewis. Cloth. 124 pages. J. B. Lippincott Co., Philadelphia.

In selection of points, in diction, in structure of sentences, in style, this book is an instance of fine work. Is credit enough often given to the one who critically adapts or simplifies the work of these?

Durell's Arithmetics.

By Fletcher Durell, Lawrenceville, N. J., and Elizabeth Hall, Minneapolis, Minn. Elementary book: Cloth, 354 pages, \$0.48. Advanced book: Cloth, 458 pages, \$0.64. Charles E. Merrill Co., New York.

A series of two books. The elementary provides work for I-V; the advanced for grades VI-VIII. The elementary has a wealth of devices as aids in teaching number and the fundamental principles; both use diagrams and illustrations wherever helpful. Conditions in many examples have been taken from permanent facts in history, geography, physics, also from present rates in business. In the advanced book, industrial reviews, emphasis on efficiency in doing work are among the outstanding features. Yet these points are almost incidental, as the primary aim of the series is the systematic development of principles.

The Story of Panama.

By F. A. Gause and C. C. Starr, Canal Zone Public Schools. 290 pages. Price, \$1.50. Silver, Burdett & Co., New York.

The present volume gives a graphic, complete and interesting story of the enormous undertaking which is now nearing completion in Central America. The authors are connected with the public schools in the Canal Zone and have been able to write from personal knowledge as the work has progressed under their own eyes.

The book contains two chapters on the first attempts to connect the two great oceans by a waterway which should control the commerce of the western hemisphere. An insight is given into the discouraging features of the initial excavations such as the sanitation, engineering difficulties and the complicated organization of so large a force of workmen. Statistics and descriptions are given of the present excavation work and five chapters on the various administrative departments give a detail account of the responsible work of distributing supplies, the employment of laborers and the care of the United States Government funds.

The last chapters on the history of the Spanish period—the daring invasions and escapades of the pirates, the explorations and venturesome journeys on land and sea by Drake, Balboa and others—give only a glimpse into the romance, the tragedies and the mysteries which surrounded this land of wealth and hidden resources in the years gone by.

The book is authoritative, vivid and complete and the numerous illustrations add a charm which holds the attention to the end.

Growing a Life.

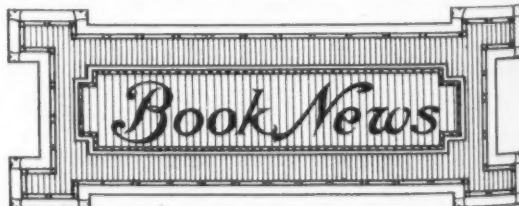
By Charles Evans, Central State Normal School, Edmond, Okla. Cloth, 12mo, 214 pages. Price, \$0.75. Rand McNally & Co., New York.

A somewhat stimulating book by an optimistic teacher of much experience on the psychology of teaching. While one does not necessarily agree with all the author says in "Growing a Life", yet there are many good things in the book that will be a help and an encouragement to the tired and perhaps discouraged teacher. It

is a good book for a teacher's library, although it cannot be considered a pedagogical treatise. School Janitors.

By Dr. Helen C. Putnam. Cloth, 200 pages. Price, \$1. American Academy of Medicine Press, Easton, Pa.

This book is a very broad discussion of the general problem of school hygiene from the standpoint of the mother and of the school physician. The author is a leading worker for child welfare and the separate chapters of the book appeared originally in serial form in the "Child Welfare Magazine." There is much that is sensible, as well as scientific, on school fatigue and methods for preventing the same by means of careful conditioning of schoolroom air, personal cleanliness of the children, exercise, rest and correct habits. The relations of mothers and janitors to clean school buildings is taken up in the second half of the book. The discussions here are rather from the mothers' standpoint than from that of the school administrator. The author has made a good many shrewd observations and she presents them interestingly and forcefully. The book ought to be in the library of every school board and superintendent.



KANSAS BOOK COMMISSION.

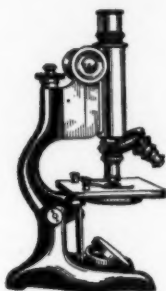
The new Kansas State Textbook Commission, created under an act of the legislature to select manuscripts for books to be used in the elementary schools, has a large task before it. Seven books must be prepared and printed before September, 1914, when the present contracts expire, and twenty additional volumes must be ready in 1917.

The commission consists of State Printer W. C. Austin, chairman; State Superintendent W.

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D. Ross; Joseph Hill, president of the State Normal School; H. D. Waters, president of the State Agricultural College; I. L. Diesem, president of the state board of agriculture; C. A. Cain, a Topeka newspaperman and Mrs. Cora W. Bullard of Tonganoxie. The last two members were chosen by the governor.

The commission has selected as its secretary, A. M. Thoroman, superintendent of schools at Cottonwood Falls. Mr. Thoroman is a graduate of the Kansas State University and has done post-graduate work in education in the University of Chicago. He has sixteen years' experience in the rural and urban Kansas schools. His salary will be \$2,000 per annum.

The legislature has appropriated \$235,000 for an additional building and equipment for the state printery and the purchase of manuscripts, copyrights and the materials and labor for the publication of the state textbooks.

The volumes which must be prepared for delivery in 1914 include a history, a primer and a volume of classics for each, the fifth, sixth, seventh and eighth grades. A number of history books have already been submitted to the commission and all of the large publishers have been asked for tenders on the remaining texts.

The books for delivery in 1917 include: Algebra, arithmetic (two books), bookkeeping, civil government, geography (two books), grammar (two books), history, mental arithmetic, physical geography, physiology and hygiene, reading (five books), spelling and writing.

A book on physics may be prepared at any time and delivered, there being no contract covering this work.

THRIFT AND FREE SCHOOL BOOKS.

That free textbooks for the pupils of the public schools make the state pay for the delinquencies of the thriftless is the unique opinion of the Kansas City Journal. According to that paper the feeling exists that when the public meets the bills the people made a financial gain. This specious reasoning leads to various projects intended to help the unfortunate and the poor which are fundamentally wrong, attractive as they may seem. The editorial continues: "Superintendent J. M. Greenwood is quoted as saying that in cities where free textbooks have

been furnished for several years the plan discourages thrift. That is just the point. Whenever the state relieves the individual from a just and reasonable personal obligation it pauperizes that individual to that extent. Free textbooks are in the same class as free school lunches. The reformer may plead that children have a right to an education and that the state should make it possible for every child to go to school with proper equipment and sufficient nourishment for health and good work. That is a point upon which all good people will agree. But those who are intelligently devoted to the true interests of society take the view that the welfare of the child is measurably enhanced when it has parents who can pay for its clothing, books and lunches. Such a dependence upon natural guardians make for the child's self-respect and character.

"It should be the duty of the state to see that parents provide for their children, and in such provision a schooling is of prime importance. It is infinitely better for the child as well as for the parent if the child gets its books and clothing at home, instead of inculcating the habit of going to the state for these things and other things. Break down the child's dependence upon its home, and it has taken its first step toward becoming an habitual object of charity. Where parents are really unable to provide for the necessities of the child, then the duty of the state is plain and it should remedy the deficiency promptly and adequately. Requiring parents to take care of their children is the first step toward good citizenship. The man who knows that he can shift responsibility and expense by throwing his child upon the state for food, clothing and other necessities and acts accordingly is not going to be a good father. He is apt to be a dissolute, careless and squandering father. The responsibility for children is the best restraint for men and women and it makes for the preservation of the home."

UNIFORM HIGH-SCHOOL TEXTS.

Indiana is to have uniform books in all its high schools as a result of a law recently enacted by the legislature. The idea of the law was advanced by Charles A. Greathouse, state superintendent of public instruction, and was

endorsed by various educational interests of the state. It gives the state board of education power to select single textbooks in the following subjects: Algebra, geometry, commercial arithmetic, history, United States, ancient, mediaeval and modern; civil government, physical geography, commercial geography, history of English literature, history of American literature, English composition and rhetoric, Latin, beginning Latin, Latin Grammar, prose composition, Caesar, Cicero, Virgil, German grammar.

The law gives the board power to select four elective textbooks in each of the following subjects: Botany, zoology, physics, chemistry, agriculture, agricultural botany. Power is also given to select single or elective textbooks in any additional subjects, whenever any high-school curriculum shall include such a subject and the state board believes its use should become statewide.

The provisions of the old textbook law of 1889, which provided similar powers for the state board in regard to common school textbooks, are made to apply in the new act wherever possible. In that law is a provision that specifies that school-book companies shall bid on books selected on a basis of furnishing them to the schools of the state for a period of five years. In case the state board is satisfied to continue the use of books longer than five years it may do so.

TEXTBOOK NOTES.

A uniform system of books for the schools of the two independent school districts existing in Waterloo, Ia., is proposed by the local commercial organization. It has been pointed out that the present condition of two sets of books is unnecessary and illogical.

The Chicago Federation of Labor has expressed itself as opposed to state uniformity of schoolbooks despite the fact that a bill for uniform texts, before the Illinois legislature, has been introduced by the local printers' union. A report presented to the federation by Margaret Haley of the Chicago teachers' organization, denounced uniformity as opposed to the aim of public education. The plan gave no flexibility to the curriculum and prevented individual communities from selecting books which would be beneficial.

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THE PASSING OF G. W. HOLDEN.

On April 27th George W. Holden, who was well known throughout the country as a manufacturer of book covers, died at his home in Springfield, Mass., after a long and lingering illness. With the passing of Mr. Holden, there is removed from the educational trade field a picturesque and at the same time a popular figure.

Mr. Holden was born at Rutland, Mass., September 4, 1840, and with his parents, who were of old New England stock, removed in 1841 to Dayton, Ohio. Here he attended school and was graduated from the high school.

In 1856, he went to Worcester, Mass., to become manager of the Worcester Mutual Insurance Company. Several years later he founded an ink business, which grew rapidly and which still exists under the name of the Stanford Ink Company. In 1864, he removed again to Dayton, and opened a bookstore under the name of Wholesome Book & Stationery Company. About this time he became interested in methods of preserving books and experimented with means for covering them. His first adjustable book cover was invented in 1869 and became, in a small way, an immediate success. During the same year, he brought out the first noiseless slate and opened a factory for manufacturing school slates at Slatington, Pa.

Foreseeing, in 1886, that the gradual introduction of paper tablets would ultimately drive the hand slate out of the schools, Mr. Holden discontinued his slate business and removed his book-cover factory to Springfield, Mass. Here it has remained since and has grown under his direction into the largest industry of its kind in the world.

Mr. Holden was far more than a manufacturer and a merchant. He was a man who, actuated by warm impulses and high ideals of service, did much to promote the cause of education. In this peculiarity, he spared no effort or expense. While he was a good business man, who promoted his interests in an energetic manner, he did many things which stamped his unselfishness and liberality. So, for example, he published the famous "Springfield Tests" and sent out thousands of copies at his own expense.

Mr. Holden was popular among the school men of all sections of the country. It was his am-

bition to serve the schools in a way that would promote economy as well as efficiency and his book covers were always sold on this basis. While for many years he was the sole manufacturer of book covers, it was a matter of pride that he frequently deprived himself of legitimate profit to better serve the public interests. His methods were most honorable. It was always conceded that George W. Holden was absolutely reliable and that he never sought the better end of a bargain.

The business of the Holden Patent Book Cover Company will now pass into the management of Mr. Miles C. Holden, son of the late George W. Holden, who has been associated with his father for many years.

McKee Bills Pass.

Without debate the New York Assembly has passed two of the McKee bills, transferring many of the powers of the New York City superintendent of schools to the board of education. One of them, the curriculum bill, gives to the board of education power to change grades and

modify courses of study. Suggested changes must, however, first be submitted to the board of superintendents, and if an adverse report is made, the board of education cannot adopt the changes unless it gets a two-thirds vote of all the members of the board.

The second bill passed provides two additional members in the board of examiners, and stipulates that they shall be appointed by the board of education. At present candidates for examiners must be nominated by the superintendent of schools.

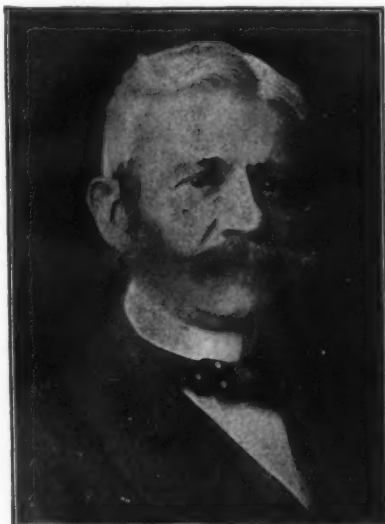
Bureau Specialist Resigns.

Dr. Kendrick C. Babcock, specialist in higher education of the United States Bureau of Education, resigned his position April 24th to become dean of the faculty of liberal arts of the University of Illinois. Dr. Babcock will take up his new work during May. He has been with the Bureau of Education since October, 1910.

To Revise Course.

Superintendent Gwinn was directed by the New Orleans Board of Education at a recent meeting to prepare plans for revising the courses of study in the elementary school and also to revise and rewrite the courses of study in the high and Normal schools. Superintendent Gwinn recommended that this be done on account of the introduction of industrial work in the schools, the changed plans for teaching music and drawing by having supervisors of these studies instead of special teachers and the introduction of departmental teaching.

That preference is to be given to teachers who have been teaching in the negro schools in making assignments to white schools has been decided upon by the New Orleans Board of Education. It has been the plan of the board for many years when there are no vacancies in the white schools and vacancies occur in the negro schools to place white teachers from the eligible list in the negro schools to teach until vacancies occur in the white schools. The new rule gives those teachers who have been teaching in the negro school a preference, in making assignments to white schools, over those who are on the eligible list but have not taught in any school. Many white teachers have in the past accepted positions in the negro schools with the hope of being promoted to white schools.



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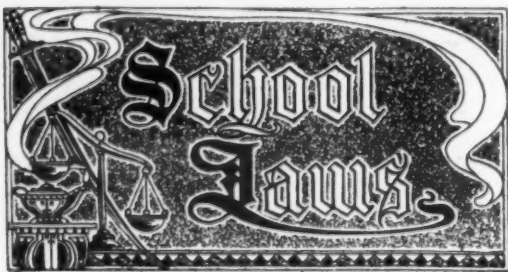
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School Districts.

A city school district is a corporation or a quasi municipal corporation whose identity is not merged in that of the city, though its territorial limits are coterminous with those of the city.—Wood v. Calaveras County, Cal.

The Georgia act of Aug. 16, 1909, as amended by the act of Aug. 13, 1910, creating a special school district known as the town of Mitchell's District, was not sustainable under the constitutional provision authorizing the Legislature to grant power to municipal corporations to establish public schools by local taxation.—Vaughn v. Simmons, Ga.

A high school district organized and in process of operation *Held* a de facto district, the existence of which could not be attacked collaterally.—Wood v. Calaveras County, Cal.

The fact that a school district is called a county high-school district furnishes no reason why it should not contain less territory than a county.—Wood v. Calaveras County, Cal.

Under the California political code (§1670, subd. 20, and also §1671), it is not essential to the legal formation of a union high school district in a county having a county high school district that the latter be dissolved prior to the formation of the union district.—Wood v. Calaveras County, Cal.

School District Government.

The superintendent of schools for a city and county elected after the adoption of the Colorado constitution (art. 20), terminating her term as county superintendent, and who was required to discharge the duties of county superintendents of schools under the state laws, *Held* not a superintendent under the state law and not entitled to salary as such.—Lawson v. Meyer, Colo.

School District Property.

The Kentucky statutes (§4426a, subsec. 11) conferring on county boards of education power to purchase, lease and rent school sites, etc., *Held* not to repeal section 4437, making school

district trustees bodies corporate with power to take and hold real property for school purposes.—Ritter v. Board of Education of Edmondson County, Ky.

A deed of a school site to a school district executed prior to the enactment of Kentucky statutes (§4437) *Held* not affected by it except to make it the duty of the trustees and school superintendent to secure the fee simple title by condemnation proceedings.—Ritter v. Board of Education of Edmondson County, Ky.

A school district can purchase land on which to erect a gymnasium and construct a playground for children of the district.—Sorenson v. Christiansen, Wash.

Prosecution and Punishment.

Under the Texas penal code of 1911 (art. 1014) authorizing corrective punishment by a teacher, a teacher was not guilty of assault and battery in inflicting moderate corrective punishment on a pupil.—Ely v. State, Tex. Cr. App.

Special School Laws.

The Pennsylvania Act of May 18, 1911 (P. L. 309), requiring judges of the common pleas to appoint school directors in districts of the first class, does not violate the constitution (art. 5, §26) requiring all laws relating to courts to be general and of uniform operation.—Minsinger v. Rau, Pa.

The Pennsylvania Act of May 18, 1911 (P. L. 309), entitled "An act to establish a public school system," etc., does not violate the constitution (art. 3, §3) as being defective in title.—Minsinger v. Rau, Pa.

School District Taxation.

Under the Kansas laws of 1911 (c. 257), authorizing an excess issue of school district bonds for school houses on petition to the school fund commissioners, such petition has served its purpose when it has been presented to the board, and the prayer thereof granted.—Cowles v. School Dist. No. 88, Shawnee County, Kans.

Electors are not entitled to withdraw from the petition after it has been presented to the state board of school fund commissioners, and final favorable action taken thereon.—Cowles v. School Dist. No. 88, Shawnee County, Kans.

Signatures of voters may be legally attached to the petition by an agent of the petitioner.—Cowles v. School Dist. No. 88, Shawnee County, Kans.

Where the petition was for permission to levy the full excess school building bonds permitted by such statute, and allowed, substantially in the language of the statute, the proceedings were not invalid because not sufficiently definite

as to the amount of bonds desired to be voted.—Cowles v. School Dist. No. 88, Shawnee County, Kans.

The Illinois school law (§189), as amended by the laws of 1907, p. 519, *Held* to authorize a school building tax to provide funds for the improvement, repair, and benefit of school buildings and property, though no school building is being erected or contemplated during the year for which the taxes are levied.—People v. Chicago & A. R. Co., Ill.

Where a school building tax was within the limits fixed by statute, the fact that certain items included in the levy were not properly payable out of that fund was no defense to the tax.—People v. Chicago & A. R. Co., Ill.

Under the California political code (former section 1670, subd. 20), exempting property within union high school districts from taxation for the support of county high schools, does not violate the constitution (art. 1, §11) requiring all laws of a general nature to be uniformly operative.—Wood v. Calaveras County, Cal.

Under the California political code (former section 1670, subd. 20), exempting property within union high school districts from taxation for the support of county high schools, does not violate the constitution (art. 4, §25) prohibiting local laws exempting property from taxation.—Wood v. Calaveras County, Cal.

High school taxes are special taxes the assessment of which the legislature may limit to the district to be served.—Wood v. Calaveras County, Cal.

The circuit court of Klamath Falls, Ore., has rendered a decision to the effect that children who are partly or wholly of Indian parentage must attend the schools for Indian children when separate schools are maintained in the vicinity.

Attorney General T. W. Honan of Indiana has recently rendered an opinion in which he holds that under the truancy laws of the state children must attend school between the ages of seven and fourteen years inclusive. The usual interpretation of the law throughout the state has been that of allowing the child to leave school at the end of the fourteenth year if so desired, thus evading the law by one year.

The present interpretation of the law may make it necessary to change the policy in regard to child labor. It has been the custom to enforce the child labor laws only up to the time the child entered its fourteenth year.

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SCHOOL LAW NOTES.

Attorney General Honan of Indiana has rendered an opinion in which he says that the sanitary schoolhouse law is supplemental to the health laws of 1909 which gave the state board power to regulate and prescribe the character and location of plumbing, drainage, water supply, disposal of sewage, lighting, heating and ventilation of practically all buildings. This applies in all cases with the exception of those where the provisions of the sanitary law conflict with those of the earlier act. In this case the 1911 sanitary school act prevails.

The opinion was given in answer to a request of the assistant secretary of the state board of health who desired to know if the board could adopt and promulgate as required by law, a building code to include the provisions of the present law and other sanitary features which the board may deem proper. Also, whether after legal promulgation of such a code, the state would be able to enforce the same.

Attorney General Looney of Texas has recently rendered an opinion to the effect that the compulsory education bill is unconstitutional when combined with the local option amendment as adopted in the House when the bill was engrossed. The measure has been recommitted, reported by the committee with this feature eliminated and will be considered again at a later date.

A bill has recently been passed in the Kansas state legislature which gives country school districts the right to maintain a thorough and complete high-school course. The bill was originated by Senator Davis and provides that in any county where a Barnes high school or county high school is not maintained that a rural school district may at its discretion vote for the maintenance and equipment of a high school in that district and may maintain a full and thorough course.

The school board of Beverly, Mass., has received an opinion from the city solicitor in which he contends that the school board is acting illegally in paying the school physician for making out work certificates for minors. The salary fixed by the ordinances cover all the duties prescribed by the state law and the making out

of work certificates is one of these duties. The solicitor suggested that the ordinances relating to salary be amended so as to provide compensation for the additional duties.

Cleveland, O. The Court of Common Pleas has dismissed suits against eight members of the school board brought by a taxpayer for recovery of money alleged to have been spent by the members out of the service fund from which they drew their expenses. A similar suit against a former president of the board was also dismissed previous to the discharge of the present cases.

The opinion of Attorney General Honan of Indiana, which was recently rendered to the effect that there is no appeal from a county superintendent relating to the transfer of school children, has interested the school authorities of the Hoosier state. A suit involving the precise point of the opinion was brought by the school board of Jeffersonville (city) against the Jeffersonville township trustees for the recovery of \$2,000 alleged to be due for charges for children educated in the city. Later a suit was brought by the city against the township of Jeffersonville for the recovery of \$940.70 and the court rendered an opinion in favor of the plaintiff. The court held that there was no appeal from the county superintendent.

Must Open Records.

As to whether or not the school board has the right to decline to furnish any person with a list of the names and addresses of pupils in the schools or to deny such person access to the records to obtain such lists was a question that came before the New Orleans Board of Education recently. It was referred to the City Attorney, the legal advisor of the board, who rendered an opinion that the school records are public property and any one has the right to inspect them. The City Attorney qualified his opinion, however, by declaring that if giving access to such records in any way interfered with the business of the board or the ordinary conduct of the schools that it could be denied. The question arose upon an application of a local bank for the names and addresses of the high school graduates so that circulars inviting deposits in the savings department of the bank

could be mailed. As the names only and not the addresses of the graduates were on record in the school board offices and as the board considered that to permit any one to visit the schools to obtain the addresses would interfere with the ordinary conduct of the schools, the permission was denied.

Teachers' Pay.

Fall River, Mass. The school committee and the city officials have been engaged for some time in a dispute over the raising of teachers' salaries. The school committee took action favoring the raising of the salaries at a time when it would result in an overrunning of the annual school appropriation. The city solicitor was recently asked for an opinion and he has rendered his decision upholding the school committee in its contention, but warning the officials that the schools may be compelled to close earlier. He declares that the lack of funds does not affect the action of the committee in raising salaries in a proper manner during the time in which the schools are open. It may, however, affect the length of time the schools may be open after the period provided by law has been passed, which is placed at forty weeks in the high school and thirty-two in the grade schools.

The solicitor further declares that in his opinion, after the schools have remained open the prescribed statute period, the school committee has not the legal authority to expend more or incur liability beyond the amount duly appropriated for schools.

In view of the fact that the schools are facing a deficit and the term covers forty weeks it is evident that the schools will be closed and that the controversy already begun will be renewed at an early date.

School Extension.

Grand Rapids, Mich. High school extension classes in English, mathematics, botany, zoology, physiology, French and history will be offered in the Central high school. The classes are available to anyone not a member of the regular day school. A fee of \$2 per hour for a class of eight or less persons and twenty-five cents each, per hour, for every additional person is the rate of admission.



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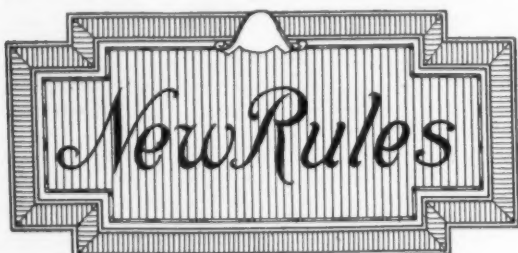


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Use of School Buildings.

Cincinnati, O. The question of renting school halls to outsiders for entertainments and lectures has caused a controversy within the school board by reason of the insistence of the board that it should be allowed to pass on all applications submitted to the civic committee previous to the granting of the permits. This has caused much bitterness and Supt. R. E. Condon has endeavored to remedy the condition by a set of regulations. They are as follows:

"No school should be opened for the special use of any class or group having less than twenty-five members.

"It should not be opened upon more than one evening a week for a membership of less than fifty.

"A smaller number, however, may be granted the use of certain rooms in a school which is open for other purposes, provided this smaller number does not deprive a larger body of the same opportunity.

"No group should be allowed the use of a room for more than two evenings a week if the room is desired by other groups. If there is a sufficient number of requests each group may be limited to a single evening per week.

"No use of the gymnasium, manual training and domestic science rooms or other rooms where the apparatus and equipment call for special skill, intelligence or care in their manipulation, should be permitted except under the direction of a leader appointed by the superintendent of schools or by some official designated by him for this purpose.

"Permission should not be granted to any exclusive sectarian or partisan organization for purposes of sectarian or partisan propaganda or for the discussion of such matters, but permission may be granted to such organizations to use rooms and equipment for nonpartisan and non-sectarian social, civic, recreational or educational purposes when the purpose for which such use is desired and the plans of the organizations have been submitted in writing to the committee on social centers and have received their approval.

"All organizations, however, which are in any way exclusive in their membership should be granted such permission upon the express condition that such use shall not interfere in any way with a similar use by a nonexclusive organization. Whenever there is a conflict of interests the decision should be in favor of the latter organizations."

Playground Rules.

Philadelphia, Pa. The school board has adopted a set of rules governing the conduct of playgrounds and fixing requirements for the position of playground supervisor. The new rules read:

1. (a) Each playground shall be under the control of a principal and one or more teachers. Every playground shall have a janitor or a caretaker.

(b) An applicant for a principal's or a teacher's position must have a playground teacher's certificate.

2. (a) Playground teacher's certificates will be granted to teachers who have satisfactorily passed the playground course and who have received a rating of 70 per cent or more for conducting playground work during the summer.

(b) The principals shall be appointed from playground teachers who have done exceptionally good work.

(c) The assistant teachers are appointed from regular class-teachers, senior students in normal schools, and from students in the last three years of colleges and universities who show the proper qualifications.

(d) Engineers and janitors of the schools, who through years of practice have acquired

such skill as to be of value, may be appointed as caretakers.

(e) The caretakers, as a rule, are appointed from the staff of engineers and janitors.

3. The principal shall have full charge of the playground and assign all work to the teachers, assistants and caretakers.

4. By action of the board, married women, except in cases of extreme necessity, cannot be appointed.

5. (a) Inexperienced applicants desiring appointments, will be assigned to certain playgrounds for one month in the summer, as assistant teachers without salary. If they show special aptitude and vacancies occur, they may be appointed as assistant teachers with pay.

(b) Class-teachers who have taken the playground course will be required to render volunteer service (without pay) for one week in one of the playgrounds.

6. Teachers having a playground certificate, desiring summer appointment, must make their application during January or February. Playground (also garden and swimming) positions are permanent, after a teacher has been appointed, and has done satisfactory work. An application for a position must be made during the time mentioned. No person will be reappointed who fails to serve for the entire period except in cases of certified illness.

7. Applicants for positions should understand that playground work is of a very strenuous nature, and no one incapable of bearing a prolonged mental and physical strain should apply. Teachers must be more than nurses, or high grade policemen or coaches; it must be an accomplishment which must be acquired by hard, conscientious training.

8. The vacation playgrounds are open during July and August, six days per week. There are two sessions per day, the morning session from 9 to 12:30 a'clock, and the afternoon session from 1:30 to 5 o'clock. The grounds are opened at 8 o'clock, and are not closed before 5:15 o'clock. Where local conditions make it advisable, these hours may be changed.

9. According to ability, principals, teachers, assistant teachers and janitors are divided into

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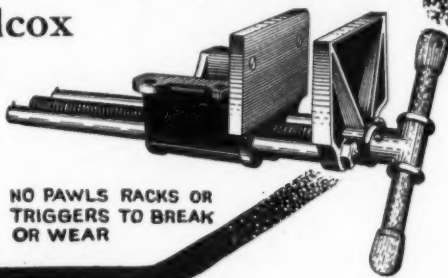
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three classes, namely, A, B and C. The salaries paid for these classes are:

(a) Principals, per month: A, \$100; B, \$95, and C, \$90.

(b) Teachers, per month: A, \$85; B, \$80, and C, \$75.

(c) Assistant teachers, per month: A, \$65; B, \$60, and C, \$55.

(d) Janitors, per month: A, \$55; B, \$50, and C, \$45.

(e) Caretakers, per month, \$25.

The salaries of substitutes per day are as follows:

Principals, \$3; teachers, \$2.50; assistant teachers, \$2.35; janitors, \$1.70.

New teachers and assistant teachers, are appointed for only one-half day's service for one month either for the morning or the afternoon session, at one-half of the salaries named.

10. (a) In small schoolyards, the work is principally the care and instruction of young boys and girls. Teachers must have a thorough preparation in games, stories and occupations suitable for children from four to twelve years of age.

(b) In the larger schoolyards, where boys and girls from four to sixteen years assemble, there are two or more teachers, one to take care of the smaller children and the other (if possible a man) to look after the older children. This teacher for the older children should have some knowledge of handwork suitable for these pupils, e. g., reed and raffia work, chair caning, hammock making, woodwork, and also a thorough knowledge of team games and of easy apparatus work.

11. All teachers should have a good working knowledge of games, songs and stories. They should be competent to select songs and stories for their educational and moral values; and should possess a "singing voice."

SCHOOL BOARD RULES.

The school board of New Orleans, La., is considering the adoption of a rule barring the acceptance of gifts for the schools previous to the approval of the board. The action was considered necessary in view of complaints received from the Catholic Alliance in regard to certain gifts which had been made to the schools. The

matter has been referred to the rules committee.

New Orleans, La. Principals of the public schools have been instructed not to permit, under any circumstances, soliciting among pupils for the collection of funds.

Chicago, Ill. The school board has adopted the following rule on secret organizations:

Any student in a public school in Chicago who is found to be a member of a secret society shall be suspended. Upon reinstatement such pupil shall not be eligible to receive any class honor or to compete for any honor, prize, or medal offered.

Any member of the faculty or other officer of instruction or administration who shall knowingly permit any violation of the rule concerning secret societies, or who shall fail to take all proper steps to enforce its provisions, shall after public hearing, be removed by the superintendent of schools.

The school board of Woburn, Mass., has approved the proposal to place signs near several of the school buildings to warn autoists of the presence of school children.

Supt. W. H. Maxwell of New York City has notified the principals of the public schools that certificates from physicians not employed by the board of education will be refused in cases where a child is physically or mentally unfit for school attendance.

Rocky Ford, Colo. The school board has recently decreed that the cost of graduation gowns shall be limited to \$5.00.

Chicago, Ill. Upon recommendation of Supt. Young, the school board has inserted the following clause in its rules:

"No contributions for any purpose shall be permitted in the public schools, unless said contribution is specially and definitely authorized by the board of education."

The adoption of the rule follows a report of the superintendent to the effect that although there had for many years been a rule prohibiting contributions, still teachers and principals were inclined to permit voluntary collections for the rental of pianos, the purchase of class memorials and similar school projects.

The school board of Grand Rapids, Mich., has passed four new rules governing the opening of

windows in schools. The first rule provides that all exercises in physical education must be given at the same time throughout the building.

The second requires that at the beginning of the exercises the fans must be stopped and the windows opened except during days of extreme cold.

Rule three urges that windows be closed and fans started long enough to allow the room to get thoroughly warmed before the children resume their seats.

The fourth rule provides that the less violent forms of exercise shall be given in the latter part of the lesson so that the children may not be too warm when they return to their regular work.

CONTINUATION SCHOOLS.

Kenosha, Wis. Classes in salesmanship are to be organized in connection with the continuation schools. The classes will be under the direction of competent instructors and no charge will be made for tuition. Both day and night students will be accommodated and it is expected that the work will be attractive to the thousand men and women now employed in retail stores of the city and who have not had educational advantages along their lines of work.

A development of the continuation-school idea is proposed by Supt. Alfred Roncovieri for introduction in the retail district of San Francisco. By personal observation and through inquiries instituted among the large department stores, as well as many small stores, Mr. Roncovieri has found that a large number of boys and girls can be spared from their work between the hours of 8 and 10 A. M. The greatest amount of shopping is done in the afternoon and many of these stores can spare cash girls, junior clerks, bundlers and messengers for at least an hour in the morning. Classes adapted to the needs of these boys and girls would be most effective especially if the work were related to the employment. Classes would begin at 8 A. M. and continue to 10 A. M., one group remaining until 9 o'clock only. By alternating the groups each week, the children would receive an average of nine hours' class during each week.



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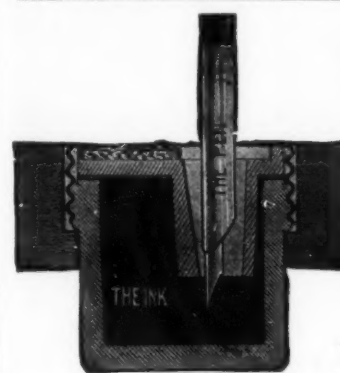


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TEACHERS' COUNCILS FOR CHICAGO.

As a means of bringing the classroom workers closer to the administrative officials of the schools, the Chicago Board of Education has authorized the organization of fourteen group and one general council of teachers. The action of the board followed a recommendation of Supt. Ella F. Young who for some time has sought a means of getting expressions from the teachers on general administrative problems and on policies which affect their own welfare.

The group councils and the number of members in each are as follows:

Teachers in Elementary Schools.....	30
Principals in Elementary Schools.....	8
Teachers in High Schools.....	8
Principals of High Schools.....	2
Assistant and District Superintendents.....	3
Teachers of Household Arts.....	4
Teachers of Physical Education.....	4
Teachers of Manual Training.....	4
Special Teachers of Music and Teachers of Music in Normal College and in High Schools.....	2
Special Teachers of Art and Teachers of Art in Normal College and in High Schools.....	2
German.....	1
Faculty of Normal College.....	3
Supervisors of Manual Training and of Household Arts in High Schools and in Elementary Schools, the Child Study Department, and the Supervisor of Physical Education.....	1
Teachers of Special Classes.....	2

Each of the councils will organize at its first meeting each year and will choose a chairman and a secretary for the scholastic year. It will adopt its own rules of procedure.

Each of the groups will elect one delegate to the General Council, who shall serve during the current school year. It has been provided, in case the differences in points of view are too decided to be presented by any one person, then the Group Council will elect two delegates to the General Council.

The Group Councils will meet on the second Friday of the school months of October and February of each year, and at other times at the call of the superintendent of schools. The General Council will meet on the Saturday morning following the Group Council meetings.

In the resolution adopted by the board, the aim of the Councils is expressed in the following language:

The aim and purpose of the Group Councils and the General Council shall be to give full and

free expression or voice to the different attitudes and judgments of the teaching force, on questions pertaining to Courses of Study, Text-books, Departmental Work, Duties and Advancement of Teachers, and the General Study of educational questions by the entire public school teaching corps, and to enable the Superintendent to become conversant at first hand with these attitudes and judgments.

TEACHERS AND SCHOOL ADMINISTRATION.

Columbus, O. High-school teachers who act as athletic directors are to receive pay for their services in the future. It is believed the new plan will aid the school authorities in keeping a controlling hand on athletics.

The pay for the work is small. For managing two or more sports for a school year a salary of \$50 will be paid; for coaching football, one season, \$75; for other sports the pay will be \$50.

Rockford, Ill. The supervisor of hygiene of the public schools has requested the instructors to be more careful in the future when they are suffering from throat trouble. It has been found that teachers continued at work in the school-room when suffering from sore throats and in some cases developed diphtheria and exposed their pupils to infection.

Supt. A. P. Keith, of New Bedford, Mass., in his report of the public schools for 1912, has called attention to the great success of the plan followed last spring in regard to students of the Harrington Training School. Members of the graduating class were assigned as pupil-teachers in the different buildings of the city and for several weeks had the benefit of the personal supervision of the local teachers. They were paid a nominal salary of \$6 per week. It is believed that this plan is more successful than to allow students to start in other cities and learn their ways and then return to their home city where they must begin again.

New York, N.Y. The board of education has recently discontinued the rating "superior merit" as applied to teachers in the high schools and has adopted a rule requiring the committees in charge of the rating of teachers to make a personal investigation of each teacher's work once each term.

The committee which reported upon the problem showed that the superintendent and his assistants were unable to define precisely the elements which they considered necessary for a rating of superior excellence. The rule also

aroused considerable discontent among the high-school instructors, especially amongst those who had rendered many years of very successful and satisfactory service.

Monticello, Ind. The school board has adopted a rule that all teachers employed in the city schools must attend a summer school for at least six weeks during the coming summer.

The school committee of Somerville, Mass., has entered into an agreement with the Division of Education of Harvard University to receive students as practice teachers in its schools. The number of students is to be limited by the number of opportunities at the disposal of the superintendent.

The students are to receive no compensation but the division of education is to supervise their work. In return Harvard agrees to grant free tuition in courses at Harvard College and the Graduate School of Arts and Sciences to men teachers and at the Harvard Summer School to both men and women teachers. These are to be selected by the superintendent of schools but the number shall not exceed the number of positions granted to practice teachers.

A "teachers' round table" has been organized in Los Angeles by Supt. J. H. Francis for the discussion of school administrative problems and policies. The round table consists of a kindergartner, eight primary and eight grammar-grade teachers, and a representative from each of the intermediate and the high schools and from each of the teachers' organizations. The supervisors of special studies are also members of the round table. It is proposed to discuss, from time to time, such problems as salaries, books, teaching methods, special activities, etc.

Teachers in the public schools of Youngstown, O., have protested against the payment of twenty-five cents to the music supervisor for lessons given outside of school hours. Grade teachers who are not up to the mark in ability to teach music are required to take the lessons at the home of the supervisor during the evening. The school authorities are inclined to support the supervisor in view of the small fee charged and the fact that she gives her leisure time for teachers who need the training.

Haverhill, Mass. The school committee has continued its policy of last year by which teachers who are not to be nominated for next year will be notified so that they may look for places elsewhere.

During the recent flood which affected Indiana and Ohio many schools were unable to continue sessions because of the condition of

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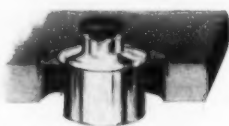
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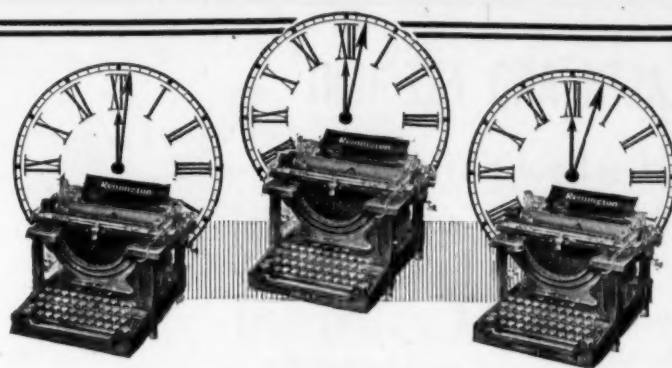
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the streets and buildings and the impossibility of attendance by teachers and pupils. The teachers of Kokomo, Ind., lost four days in this manner and the school board was in a quandary. The state school authorities informed the board that the paying of salaries under these conditions would be but an act of equity though it could not be supported by any law. Because of the fact that the schools were closed by what is termed "an act of God" the contract between the board and the teachers was not in force during that time according to the opinion of the attorney general.

It is expected that the time may be made up on days when holidays would have been the case and will be figured in when making the final reports.

Los Angeles, Cal. Teachers who are members of the faculty of the Polytechnic High School have banded themselves together in the establishment of a mutual loan society. The purpose of the organization is to provide money which may be loaned to any member desiring to become a borrower.

There are 87 teachers in the school, each of whom contributes \$3 or more to be deposited in a local bank.

A committee examines each request presented and loans the money at an interest of six per cent per annum for sixty or ninety days.

SPECIAL STUDIES.

Hutchinson, Kans. Supt. J. O. Hall has recently instructed teachers in the public schools to make an effort to instill in the minds of pupils a reverence and love for the American flag. With this idea in mind, Mr. Hall has obtained a supply of cards patterned after the one prepared by the Daughters of the American Revolution. These will be pasted in the front part of the history of each pupil in the sixth grade. The card is entitled "The American Flag—Its Use and Its Forbidden Use." It contains the following inscription:

The American flag is the symbol of the brotherhood of man: It stands for courage, for chivalry, for generosity and honor.

No hand must touch it roughly; no hand shall touch it irreverently;

Its position is aloft: To float over its chil-

dren, uplifting their eyes and hearts by its glowing colors and splendid promise; for under the Stars and Stripes are opportunities unknown to any other nation of the world.

The Government commands the people to honor their flag: Men and boys should uncover as they pass the vivid stripes which represent the life blood of brave men, and the stars which shall shine on forever.

It must be raised at sunrise; lowered at sunset. It is not a plaything of the hour; it is a birthright of privilege and integrity.

Rock Island, Ill. Nine principals of the local schools have united with Supt. H. B. Hayden in a plan for improving the spelling of public school children.

The new method provides for a few new words each day, with a heavy review of the previous day's work and a general review of all the words learned that year. The first and second grades have been provided with a list of words copied from a spelling book. These have been mimeographed and distributed to the pupils. There are 180 words in the list which will comprise one-half a year's work.

In the last half of the grades there will be two new words each day, two words in review of the previous day's lesson and two from the list already spelled.

The complete schedule is as follows:

Third year, first half—Two new words, two review and four selected.

Third year, second half—Two new words, two review and six selected.

Fourth year, first and second half—Two new words, two review and six selected.

Fifth year, first half—Four new words, four review and seven selected.

Fifth year, second half—Five new words, five review words and five selected.

Sixth year, first and second half—Six new words, six review and eight selected.

Seventh and eighth grades—Seven new words, seven review and six selected.

The list of words for the first two grades was compiled in the office, but the words for the other grades will be taken from the regular spelling book now in use in the schools. The work will be arranged to conform with the schedule.

Minneapolis, Minn. The educational committee of the board of education has become thoroughly convinced that music and drawing must be retained in the curricula of the public schools and that if expenses must be reduced that other studies must suffer. Another meeting will be held by the school authorities to discuss proposed reductions of the two courses along with reductions of other studies. The present controversy followed a proposal to discontinue music and drawing on account of the expense involved. The retention of the two studies was ably defended by the respective teachers of the subjects and also by the superintendent and his assistants.

Manual Arts Studies.

Chicago, Ill. The household arts department of the public schools has inaugurated a plan by which girls who attend the cooking classes may visit the Armour packing plant and learn how the cheaper cuts of meat are obtained. The aim of the visits is to make the girls familiar with the proper method of buying cheaper meat. Expert butchers cut up carcasses of beef for the inspection of the students. The visiting days are set for Wednesdays.

New York, N. Y. A special course in domestic science, laundry work and fancy cooking has been introduced in the Harlem evening high school.

Minneapolis, Minn. Industrial work has been substituted for grammar in the seventh and eighth grades of the public schools. The change, which affects between 400 and 450 children, will make it impossible for pupils in these grades to secure a complete course in this subject unless they take it as a separate study. To overcome the disadvantages of this defect, it is planned to drill the pupils so thoroughly in the correct forms of speech that they will speak by instinct rather than by rule.

The new work will include mechanical drawing, manual training, cooking and sewing. A commercial course is also provided, from which the study of grammar is eliminated. As a substitute for the latter, the pupils are to be drilled in rapid calculation, simple bookkeeping, penmanship and spelling. Business English has been included in the commercial work.

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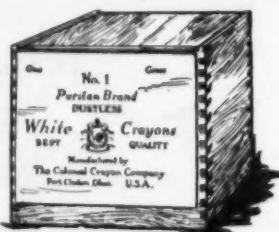
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OUT OF THE DAY'S WORK

SECURING PARENTAL CO-OPERATION.

The lack of co-operation between the home and the school is looked upon by educators as one of the factors which interferes seriously with school efficiency and progress. A number of devices have been suggested and are made use of in various communities for bringing parents and teachers closer together and for making both work toward one end—the education of the children.

The school board of West Chester, Pa., during the past winter adopted a method of securing parental co-operation which appears effective in reaching every interested family. It is in the form of a letter discussing some of the essential factors of success in school work. The letter which was printed and commented upon in the local press was sent to every parent. It read:

A LETTER TO PARENTS.

The School Board in its desire to co-operate with parents in getting the best results from the advantages offered in the schools and to increase the efficiency in the teaching, is prompted to issue this open letter to parents and guardians.

In general, it may be said that regular attendance and punctuality are absolutely essential to success in any system of schools. West Chester is particularly fortunate in having few homes in which children are detained from school for any causes except those most necessary.

The Board has provided sanitary buildings, ventilated, lighted, and heated in accordance with the best known methods, and has procured the most efficient teachers. The conditions are therefore such as are conducive to best work in school.

Home study is necessary. Every pupil in the High School has daily four lessons to prepare. One of these can be carefully studied in school;

and by taking advantage of study hall privileges, another can also be prepared. Two lessons are thus left for home study. The length of time to be spent on these lessons varies with different pupils and on different days. It is therefore difficult to lay down absolute rules for home study; but in general, it may be said that unless a pupil is doing considerable systematic study outside of school every day, it is certain that he is not getting all of his school work well done, and the parents should communicate at once with the Superintendent or the Principal, so that failure may be avoided.

It is usually well understood by parents that social distractions, especially on school day evenings, are nearly always fatal to successful school work. Since the school studies are sufficient to occupy all the time of the pupils, ex-

cept such as is taken for recreation or needed service in the home, any special outside duties handicap the pupils in their lesson preparation.

It is only natural for pupils to be interested in many things outside of the schoolroom. Some of these interests can be turned to good account by the skillful teacher and the wise parent. In other cases these outside interests invade the schoolroom to such an extent as to demoralize the entire school. A number of plays in which pupils take part, a succession of parties, a series of events which take a large proportion of the pupils away from their evening studies, completely mar the otherwise successful work of the year. In a community such as ours, nearly every home affords an excellent environment for social recreation as well as for evening study; in consequence, there should not be re-

FOLLOW-UP RECORD OF GRAMMAR SCHOOLS, HARRISBURG, PA.

Record of Pupils taken at the close of first half year in High School, February 1, 1913.

Grammar School	Number prepared for High School in Jan., 1912	Number who entered High School in September		Percentage of number entered who left school during first half year	Percentage of number entered who remained in school		Percentage of total number remaining in school in			Average Scholarship Percentage of all remaining in school by Grade Class		
		Central	West		Central	West	Group I, 85 to 100%	Group II, 70 to 85%	Group III, Below 70%	Central	West	Avg.
I	14	9	4	93	1	11	86	25	25	75	75	80
II	23	20	1	91	2	10	83	44	50	6	100	83
III	30	21	8	97	1	5	93	70	25	30	75	85
IV	26	22	1	89	1	18	73	22	100	61	17	79
V	26	16	8	92	1	4	88	27	13	73	62	80
VI	27	33		89	1	3	86	44	47	9		82
VII	3		3	100			100			67		78
VIII	30	9	18	90	2	22	77	43	18	67	62	75
IX	14	14		100	2	14	86	8	67	25		75
X	28	14	11	89	2	14	82	33	9	69	64	82
XI	39	27	7	87	6	22	72	33	43	38	57	78
XII	21	12	6	86			86	42	68	50		82
XIII	30	12	15	90		2	83	17	23	67	30	76
XIV	11	6	2	73	1	17	64	20	50	80	50	79
XV	28	16	9	89			89	44	33	56	56	81
XVI	33	22	10	97			97	64	10	32	60	81
Other Schools	40	26	14	100	3	12	90	39	15	52	46	71
TOTAL	438	270	117	91	26	6	84	39	19	52	56	78

NOTE:—The school of the teacher to whom this record is sent is marked with an asterisk. This will make the tabulation valuable for comparison.

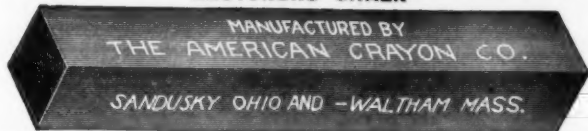
Record used in the Harrisburg, Pa., high school for keeping track of students advanced to the high school.

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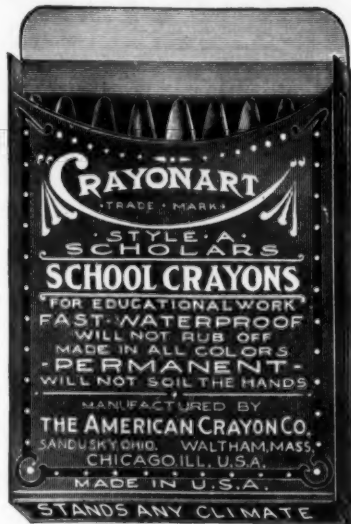
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quired the exacting duties of outside entertainments during school day evenings.

It is therefore urged upon parents that they guard with jealous care the time of their children in school, against the encroachments made upon it; that they consider the time and strength of their children a most valuable asset, and that they aid the school authorities and their children at the same time, by inculcating ideas of good work in school, and regular study hours in the homes.

By order of the School Board.

Ellwood Patrick, President,

Walter H. Lewis, Secretary,

West Chester, Pa., January 29, 1913.

The school authorities of Canton, Ill., issue a monthly publication for the benefit of the patrons of the public schools. The sheet contains news about the progress of schools, report of the professional factors, several inspirational articles on the use of the schools and a "question and answer" column.

County Superintendent Sipple of Adair County, Missouri, has introduced a new system of making reports. School work is to be averaged with the work done by the pupils at home. Report blanks have been provided, one side of which has spaces for marking the grades in school work. On the opposite side are spaces for the grades in home work. The girls are graded on sweeping, dusting, baking, sewing and other household duties. The boys receive grades on stockfeeding, milking, poultry work and other chores about the barn. In making up reports the teacher fills in the marks for school work and then sends the blanks to the parents to mark the home work. These grades are used: Excellent, 90 to 100; good, 80 to 90; poor, 70 to 80. Seventy is passing.

Visitors in large city school buildings frequently have difficulty in finding particular classrooms or departments. They wander about the corridors and find themselves compelled to disturb classes seeking information. In the Milwaukee, Wis., schools, this is obviated by numbering each room and providing in addition cards of information. The numbers are placed above the doorways and the cards are attached to the doorframe or upon the wall adjacent. The lettering of the card includes the class and grade and

the teacher's name, and is large enough to be read in a dim light. The cards are carefully placed so that they will not be concealed when the door stands open.

SUGGESTIVE GRADUATION NEWS.

Nashville, Tenn. The school authorities have suggested that girls in the graduating class wear a neat, white uniform at the commencement exercises and that only a small bunch of flowers be carried. The suggestion was made on the grounds of economy as many parents expend large amounts on this occasion.

Keokuk, Ia. The school board has adopted caps and gowns as the apparel for the graduation exercises. The costumes will be gray in color with the regulation mortar-board cap of the same color.

The instruction committee of the Pittsburgh, Pa., board of education has given its disapproval of elaborate wearing apparel at high-school commencement exercises. Flowers in connection with the occasion came in for censure. Supt. Heeter contended that the occasion should not be made a burden to parents but should be conducted in a democratic manner.

Rochester, Minn. The board of education has announced that all graduating gowns must be made in the domestic arts department of the schools and must not exceed \$5 in cost. Junior and senior banquets are limited to seventy-five cents per plate.

Mankato, Minn. The board of education, following a protest of the parents, has rescinded its rule requiring the graduates to appear in caps and gowns. As a result the graduates have agreed to wear plain dresses, the style and cost limit to be fixed by the board. Flowers are prohibited.

Kewaunee, Ill. The members of the graduating class of the high school will appear in caps and gowns following a request of the board that the students should have uniform apparel.

Elgin, Ill. The members of the senior class of the high school have voted to wear gray caps and gowns at the commencement exercises. The idea was opposed by the faculty and members of the board because caps and gowns were usually associated with college commencements. For this reason the gray color was specified. Only four-year students will be permitted to

wear the uniform, thus excluding members of special high-school departments.

Colorado Springs, Colo. The girls of the graduating class of the high school have agreed to wear dresses of their own make at the commencement exercises. The usual long gloves will not be worn.

Bartlesville, Okla. The school board has requested the graduates to appear in caps and gowns.

Bearing Fruit.

Recent activities of the Board of Superintendents of New York City indicates that the recent school inquiry will bear fruit. At least the board has expressed its intention of instituting some reforms in the manner of arranging the curriculum.

Upon the suggestion of Superintendent Wm. H. Maxwell, the board has recently requested an appropriation of \$10,000 annually to be expended in the employment of experts who are to investigate school problems as may be directed by the board of superintendents or by the board of education.

The methods of grading teachers are also to be revised after a definite set of standards has been evolved. These standards are to be applied for the purpose of determining advances in salary and are to be made use of much less frequently than at present.

In a similar manner, the board of superintendents has expressed its purpose of studying definitely the controlling principles by which the course of study is fixed and judged.

A fourth improvement is proposed in a resolution that the teachers shall have initiative in the matter of improving the course of study and shall by means of an advisory council be placed in position to definitely lay their ideas before the administrative officers. Dr. Maxwell proposes a council of teachers consisting of five men principals, five women principals, five elementary teachers and a number of instructors from the training school for teachers. These shall be regularly organized and shall meet once each month for the discussion of school administrative problems.

It is expected that the recommendations of the board of superintendents will be promptly put in force by the board of education.

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School Room Hygiene

MEDICAL INSPECTION NEWS.

State Supt. Harris of Louisiana has recently furnished school boards and superintendents of the various parishes a statement of the work in medical inspection as it has been carried on in the public schools of the state.

In Vernon parish, it has been found, \$3,600 is appropriated annually for the employment of a medical inspector. During the past few months this inspector has made 2,548 examinations of school children, delivered fifty-two lectures and treated 1,509 cases of hookworm.

In Morehouse, the president of the parish board of health is the medical inspector. He visits the schools twice each year and makes an examination of each child.

In Livingston, the president of the parish health board in an advisory capacity visits the schools and conducts examinations.

The letter in addition to touching on the work of other parishes in the state, also reviews the work accomplished in the department of hygiene of the public schools of New Orleans.

Nashville, Tenn. A department of medical inspection has been added to the schools. A committee on sanitation is to be selected which will have charge of the administration of the department.

Grand Rapids, Wis. Pupils who are absent from school one day or more, or on Friday afternoon, must report to the medical inspector to obtain permits before they will be re-admitted to the schools.

Parents who know in advance that a child is to be absent from school for some work or other duty demanded, can notify the teacher to that effect previous to the absence and no permit will be necessary for re-admittance. The notification must be presented to the teacher before the child is actually absent in order to be valid.

In an examination conducted during the school year 1912-13 in the public schools of St. Louis,

Mo., a total of 3,880 children have been found to be physically defective. More than half the number had bad teeth.

A total of 365 had defective eyes and 292 had defective teeth and eyes. Enlarged tonsils were found in 255 cases and defective teeth and tonsils in 225. There were 223 cases of communicable diseases and 110 exclusions from school. Noncommunicable diseases to the number of 1,083 were found and thirty-six were excluded from school.

Open-Air Schools.

Allentown, Pa. An open-air school is to be established next September. The establishment of the school is due, in a large measure, to Dr. Peters, a member of the board who has repeatedly advocated the idea in lectures on the subject.

The school board of Pittsburgh, Pa., has approved the recommendation for schools which shall take care of 125 tubercular children and 400 anaemic ones. Three combination restrooms and open-air schools are proposed to be located in different districts.

Special rooms where a low temperature will prevail are to be set aside in ten school buildings for those who have simply a tendency toward lung trouble.

Schenectady, N. Y. Open-air rooms have been provided on the roofs of two of the school buildings. These open-air rooms will be different from any now in use in the state and will be so built that fresh air may be secured from any side and to any amount desired.

SCHOOL HYGIENE AND SANITATION.

Newark, N. J. Acting on the recommendation of the medical supervisor, the school board has taken steps to improve the ventilation of classrooms in the school buildings. Principals have been instructed to see that all classrooms are opened for five minutes during each session.

During the morning recess and also the noon hour the rooms will be opened to the outside air. The board also called attention to a previous order which requires that janitors keep the classrooms at sixty-five degrees. Windows in cloakrooms will be kept open in the future even though the order is not included in the rules of the board.

The board of education has reversed its policy in regard to the use of portable buildings. In the future only pupils of the more advanced grades will be placed in these buildings as it is thought that whatever inconvenience might be present would be less noticeable to the older pupils. In the past children from the first and second grades were designated to these buildings.

The health physicians of Chicago, Ill., have recently emphasized the importance of proper ventilation and other sanitary precautions in schools through their weekly bulletin. The warning is as follows:

"Inasmuch as it is compulsory that children between the ages of 6 and 14 years attend school, it devolves upon a community through its constituted authorities to see that its children are not forced into surroundings which endanger their well being, physically, mentally or morally.

"Children are compelled to attend school during that period of life when peculiarly susceptible to certain contagious and infectious diseases. The school child undoubtedly contracts many of its infections in the schoolroom.

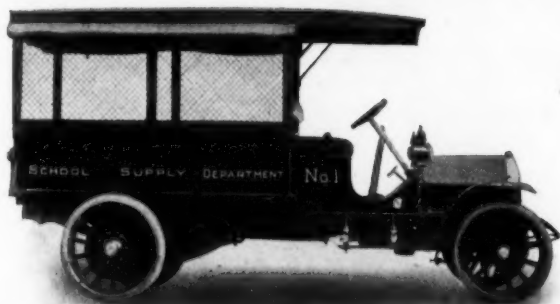
"It is a matter of tremendous importance that safeguards be thrown around the child while it is a compelled attendant at a community institution, such as a school. There is nothing of more far-reaching importance than proper ventilation of the school building. Pure air will do more to eliminate the danger of infection in the schoolroom than any other one thing.

"An unventilated, overheated schoolroom is an incubator for disease germs and a destroyer of physical and mental efficiency."

Denver, Colo. A new system for the protection of the health of school children has been planned. Doctors in various parts of the city will be asked to volunteer their services in examining children who have been absent from



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Searching investigation convinced engineers of the American Express Company that the simple Stegeman design means reduced operating expense and low upkeep cost.

A careful comparison will convince you also.

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DUCKER COMPANY

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school because of sickness which is not of a contagious nature. Two doctors in the vicinity of each school will be needed so as to obviate the necessity of children making long trips for health certificates.

Children who have been absent for other reasons than sickness do not require a certificate to re-enter school where the principal is aware of the real reason.

The method employed in regard to children afflicted with contagious diseases is to be continued as before.

Minneapolis, Minn. The school authorities are considering the discontinuance of paper towels on the ground of economy. Last year a half million towels were used as an experiment and principals have been requested to express their opinions on the results of the idea and also the advisability of purchasing more when funds are available.

Grand Rapids, Mich. Comparatively few school children are victims of contagious diseases in the public schools, according to physicians. The regular quota of those who have throat troubles each year are found this year, but contrasting the cases with those of other cities, it is found that they are insignificant in number.

Houston, Tex. The medical inspector of the public schools has recently declared that much of the backwardness of children is due to physical defects. An examination of approximately 1,500 children has revealed the fact that 39 per cent of the entire number were defective in vision, hearing or breathing. Fifty per cent of the cases examined the past school term have received treatment. The budget for school expenditures makes only a slight provision for this work and therefore the results are not up to the mark desired. School nurses are frequently called upon to provide transportation for children from their homes to the offices of physicians and thus are burdened with a surplus of duties.

Teachers in all the public schools of Michigan have been furnished with a proper eye-testing card with directions for making tests of the eyesight of school children. After the examinations have been made the teachers are expected

to take up the matter with the parents so that the conditions may be remedied and the children become better students. Those whose eyesight prevents the performance of all school work shall be sent to the state school at Lansing.

St. Paul, Minn. Complaint has been made to the city health department against the collection of old papers and magazines by the school children on the ground that the practice is responsible for the spread of contagious disease. A complaint was previously made by parents against the storing of the papers in the school halls. They were later removed to a barn near the school but the practice was still in vogue.

Following the adoption of a sanitary rule by the State Board of Health and a health ordinance by the City Board of Health which prohibit dry sweeping in public buildings, the New Orleans Board of Education has decided to oil the floors of all the public schools and to abolish dry sweeping in the schools. The work will be done under the direction of Dr. Edmund Moss, chief medical inspector, who has advocated the oiling of the floors for some time.

PHYSICAL INSTRUCTION.

Springfield, Mass. At a recent meeting of the Headmasters' Club of western Massachusetts a rule was adopted which excludes from all interschool sports, students in postgraduate courses, those who are more than twenty years of age, and those who have already represented their school in sports for four years. The rule was adopted following a number of complaints from coaches that certain members of a team were not eligible to play in the games. This kept the teams in constant turmoil and the new restrictions are expected to obviate these difficulties.

Joliet, Ill. The board of control of the high-school athletic association has adopted a rule which provides that any athlete who fails twice to keep up in his studies shall be removed from the squad of which he is a member and shall not be allowed to become a candidate in that sport until the next year. The board of control is made up exclusively of students and the rule was drawn up and adopted by them. It was deemed necessary because of the frequent failures of regular players and strong substitutes to

keep their class averages up to the standard.

Milwaukee, Wis. The Trade School for Girls has been provided with an athletic instructor.

Supt. B. M. Watson of Spokane, Wash., has announced that a reform in physical training has been attempted. It is proposed to give the weaker pupil the benefit of the physical exercises so that he may develop a stronger physique.

The plan proposed is to encourage each class of boys as their abilities demand so that one who can jump two feet high may be encouraged to do that much and those who are capable of doing more strenuous work should be urged forward. The work is to be classified to apply to each pupil's strength and ability.

Holyoke, Mass. The principal of the high school is conducting an experiment in the line of physical exercise which promises to radically change health conditions in the school.

The plan provides that the rooms in which recitations are to be held shall be flooded with fresh air. At the same time the pupils exercise for five minutes before beginning the work of the class. The operation of the scheme at first seemed to depress the pupils but the results show that the pupils are more alert, that they recite better and are more healthy. The teachers are very enthusiastic over the results.

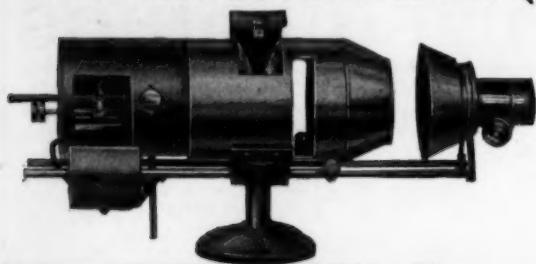
Dental Inspection.

Columbus, O. The school board has recently permitted the continuance of the custom of distributing samples of toothpaste among the school children. The action of the board is taken as an encouragement of this means of advertising provided the article given is useful and permission has previously been secured.

St. Louis, Mo. A report of the public schools reveals the fact that more than half the defective children were afflicted with bad teeth or a combination of defective teeth and other troubles. The number of children receiving dental treatment was 138, while 479 were given emergency treatment.

The New York City board of health has recently given out a statement regarding the work of the city dental clinics for school children. The department finds that dental defects are more prevalent than any other defects.

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York High School, York, Neb.
Dodge High School, Dodge, Neb.
Winfield High School, Winfield, Kas.
Webb City High School,
Webb City, Mo.
Clinton High School, Clinton, Mo.

THE AGRICULTURAL SCHOOL.

(Concluded from Page 17)

course. The agricultural school should in no case be diverted from its true purpose in order to join the ranks of the thousands of high schools which devote their chief energies to that small minority of their pupils who think they are going to higher institutions of learning. But as a matter of fact any successful student in an agricultural school or graduate thereof can always get himself ready for college by taking one or two years extra work in a regular high or preparatory school.

(2) What should be the character of the land used by the central school of agriculture?

This land is to be used primarily for the practical work of boys training to be farmers, and secondarily, for exhibiting on a small scale model processes for the observation of the pupils. Hence, the land should be good typical farm land. It should not demand excessive efforts for clearing or keeping in shape. It should be capable of subdivision into small plots for individual pupils. Without too great effort it should enable each boy to clear annually a small sum of money. It should not be too remote from market.

(3) In what ways should the course of study admit of specialization?

The course of instruction for each pupil will center around his practical projects in farming or stock raising. These will of necessity be adapted to the age and experience of the pupil, but they will also give him a basis of scientific knowledge and experience for the practice of farming; (4) the pupils should, if the facilities of the school permit, see exemplified on a small but adequate scale, the best processes, implements, etc., and (5) each pupil should have the opportunity to devote a portion of his time to cultural studies in literature and other subjects so as to keep him in touch with the spirit of

liberal education.

Practicable Types of Schools.

To realize these aims, it now appears that two types of schools are practicable, namely, the agricultural department of an existing high school, and the central or county agricultural school.

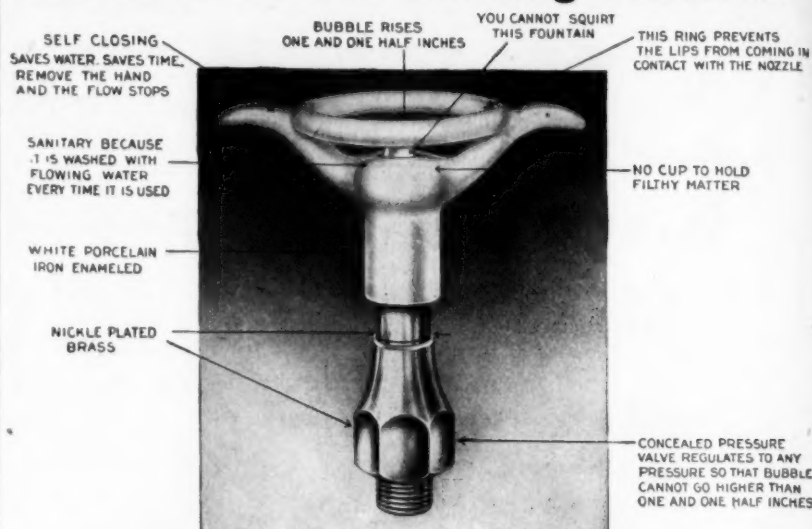
In the case of the agricultural department, the following conditions govern: (1) The agricultural training—both the supervision of the boy's practical work and the teaching of the agricultural science, etc., will be in the hands of one person giving his entire time to this work, and who shall combine in his preparation scientific training with some experience as a practical farmer; (2) All the practical work of the boys will be done on home farms, and the school will attempt no farming; (3) The instructor will supervise the boys' practical work during the summer months and will have a vacation in the winter; (4) and each agricultural pupil may take one or two studies of a general nature in the high school in which the department is located.

In the case of the central or county agricultural school, it is to be assumed (1) That the school will have a faculty and will be of such a size as to justify its giving exclusive attention to agriculture (and, possibly, household arts education); (2) That it will have two classes of pupils—those from farmers' homes and those from villages or the city; (3) That it will have sufficient land not only to give object lessons on a small scale of good farming but also to provide city boys with suitable opportunities for their practical work; and (4) That it will be so located as to be accessible to the maximum number of pupils in the area served.

HIGH SCHOOL ADMINISTRATION.

Louisville, Ky. Students in the male high school have submitted to Supt. E. O. Holland

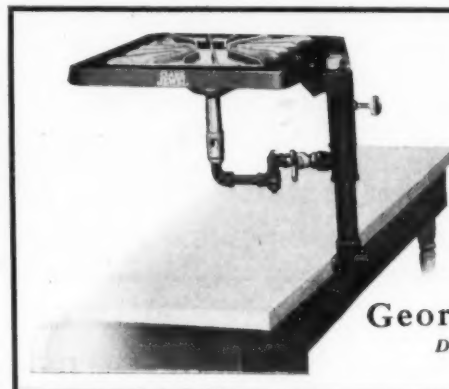
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a report of the money earned by them during the last summer vacation, and also since school was opened in September. The total earned was \$17,966, to which 199 boys have contributed. The average amount made by the boys was \$85.25. The best earner made \$600 and the lowest \$4. Sixty were engaged in clerical work, forty-eight in manual labor, forty-five carried papers, nineteen were farm hands and twenty-one worked at odd jobs.

Since the reopening of school, 194 boys have found employment outside of school hours and one has earned \$200. The average amount was \$68.67 and the lowest amount was \$2.50. Homework occupies the time of 149 boys who are paid in money or receive regular allowances from their parents. Sixteen reported they had made \$103.50 during the Christmas holidays.

Social afternoons have been instituted in the Chicago public schools by the recently appointed deans of high-school girls. The girls meet in the assembly halls on alternate Fridays where they are instructed in the proper course of conduct at any social afternoon or evening affair. As refreshments are conceded to be an important part of the functions it has been suggested that the deans co-operate with the domestic science departments to supply them with the food cooked in the classes.

Pierre, S. D. The school board has added a year of chemistry to the high-school course and has installed a complete laboratory equipment for the purpose.

The Board of Education of Chanute at its regular meeting February 3rd unanimously approved of the "six and six" method of conducting schools as outlined by Superintendent Hughes. One month later, the matter was checked up to the voters in the form of a resolution of the Board providing for the erection of a Senior high school building and a Junior high school building. The Junior high school to consist of the 7th, 8th and 9th grades and the Senior high school of the 10th, 11th and 12th grades.

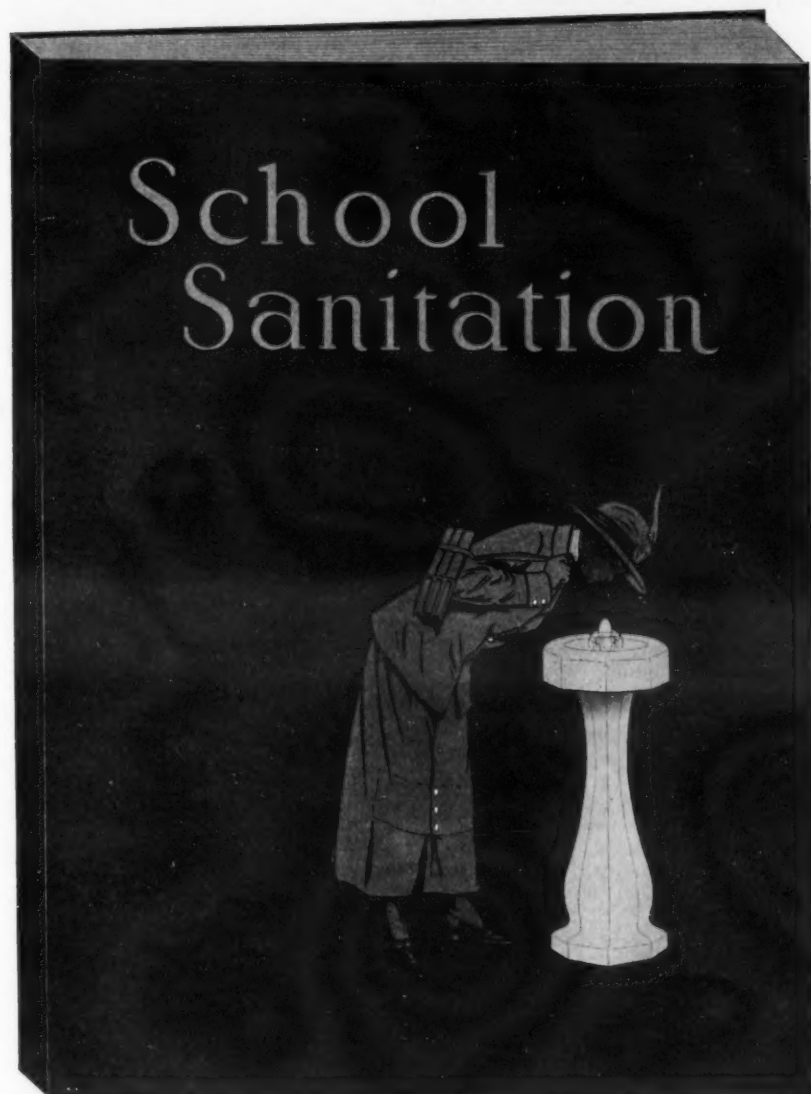
"SCHOOL SANITATION"

A NEW BOOK FOR SCHOOL OFFICIALS

WE take pleasure in announcing for distribution about May 20th, a new book entitled "School Sanitation". This book is now in the hands of the printer, who promises first delivery of a limited number of copies about May 20th.

As the name indicates, this book will deal entirely with the broad and important question of how to have a thoroughly sanitary school. Literature on this subject is scarce, and much that is available is so technical in character that its usefulness is impaired.

"School Sanitation" was written and designed so that it would be understood by all who read it. Clearness and conciseness were never lost sight of in its preparation.



A Book on the Sanitary School Question.

What "School Sanitation" Contains:

The first 32 pages printed in sepia ink on India tinted stock, are devoted to an article entitled "School Sanitation" written expressly for this book by J. J. Cosgrove, a well known sanitary engineer and author of numerous works on plumbing and sanitation.

Mr. Cosgrove's article deals broadly with the question of sanitation and hygiene in the school, and contains much that ought to interest thinking people. **The sub-chapters of this article are—**

- The child is father to the man.
- Vandalism of childhood.
- Types of water closets.
- Sewage disposal.
- Urinals and urinal compartments.
- School kitchens for domestic science.
- Water closet compartments.
- Ventilation of toilet rooms.
- Teacher's retiring room.
- Emergency room or infirmary.
- Drinking water for schools.
- What others are doing.
- Water Filters.
- Operation of Filters.
- Public convenience stations in schools.
- Public baths in schools.
- Bathing facilities in the schools.
- Swimming pools, etc., etc.,

and a 10 page article entitled the "Hygiene of the Bath"—a subject on which every teacher should be well versed.

The frontispiece is a photogravure of "The Romans at the Bath", and there are 20 other interesting and timely illustrations.

The balance of the book printed in 2 colors on white paper, is devoted to plumbing fixtures and equipment for the modern and sanitary school. This section is also made clear with notes, good illustrations and descriptions in order that school officials can personally judge what is best for their local requirements.

How to obtain this book: This edition of "School Sanitation" will be distributed on request only, without cost, —one to each school board, or official or committee of the board in charge of sanitation and hygiene in the school. When writing for a copy, kindly use official letterhead and designate clearly to whom the book is to be addressed. We are now ready to receive requests and will send books as soon as received from the printer, in the order that requests reach us. In writing for a copy of this book, which will be sent free of all expense, you incur no obligation of any kind.

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San Francisco, California
Washington, D. C.
Cincinnati, Ohio
Cleveland, Ohio
Kansas City, Missouri

BUILDING AND FINANCE.

Joliet, Ill. The school board has ruled that requisitions must accompany all bills for supplies in the future. Those who ignore the rule will have their bills returned.

George N. Gerlach, for eighteen years superintendent of public school buildings at St. Paul, Minn., has been re-elected for another year. Mr. Gerlach had no opposition.

Framingham, Mass. The school board has decreed that all orders for supplies be made monthly and that estimates for furnishing coal and supplies be obtained at an earlier date in the future. In the past the supplies were ordered at various times.

Los Angeles, Cal. The board of education has taken steps to secure an expert accountant to take charge of the accounts of the supply department and to devise some satisfactory method for the accounting of public school funds.

Joliet, Ill. The school board has for several years maintained a sinking fund to be used in case of the destruction of any of its school buildings by fire. The sum of \$2,500 is appropriated annually to this fund. At the present time about \$75,000 is available for insurance on the township high school but the city buildings have not been protected.

THE OAKLAND SCHOOL BUILDING INQUIRY.

(Concluded from Page 18)

Mr. Sturgis recommends that the entrance to the basement be kept independent of the main staircases.

To prevent fires from occurring, the heating plant should be completely isolated from the rest of the building by fireproof walls. There should be the fewest possible number of openings to the space containing heating apparatus and all openings should be self-closing fireproof doors. The heating space should be vented so that any smoke can be carried off outside and have no chance of going into the building.

A perfect system of signals, with powerful electro-mechanical gongs, on each floor, should be provided for fire drills. These gongs should be separate from the program signals and should be arranged so that they can be rung from any floor, including the basement. The apparatus

should, as in Boston, be connected with the fire headquarters and so arranged that it may be rung for fire drill only or for both signals and alarm at headquarters.

Buildings that are not provided with fireproof corridors and stairs, especially large buildings of two or more stories in height, should have emergency fire exits or escapes. These fire escapes should be stairways of fire-resisting material enclosed by structural masonry walls, and may be within or without the building. The California state law makes it compulsory to provide "suitable and sufficient" fire escapes for each school building two or more stories high.

Expert Opinion on Fire Escapes.

Fire Commissioner Russell of Boston, is of the opinion that perfect fire drill to the regular stairs is the best possible protection, and agrees that in a building full of people, where a fire could not start without being immediately discovered, the children, under good drill will be out before any serious condition could exist. He looks on the fire escapes as a valuable addition for the protection of property and for the use of firemen, but of no practical use to the children.

Mr. Sturgis says that while public sentiment seems to demand this visible protection for the safety of the children, they can not be used in safety under the excitement of a fire.

While fireproof stairways at the end of all corridors seems to be sufficient for protection from fire, it would be a great convenience in the administration of large schools with a single corridor to have two additional wide stairways near the center of the building.

Outside doors should open outward and should be so equipped that they cannot be locked from the inside. Where outside doors are double, the standing door should have bolts on the face worked with a handle.

Prof. Hamlin says, "The stairways should be 5 feet, or better 5 feet 6 inches wide (six feet maximum width allowable), and that there should be two runs and a single landing between each floor and the next in reverse direction, with no open well between the runs and never a single straight run from one story to the next." Mr. Ittner recommends straight runs from story to the next and five feet wide, with

ample landings; material to be solid concrete, balustrades, risers and skirtings of marble, and treads of asphalt one inch (1") thick.

Special Rooms for High Schools.

In the program arranged for the Manual Training and Commercial High School, the Commission recommended in addition to a long list of special rooms, the following:

The domestic art rooms should be located on the second floor so as to receive sky light, as well as light from one side, as the most desirable light for both hand and machine work.

Two extra rooms should be added to each floor for future use which will afford opportunity to introduce vocations for girls other than needlecraft.

For domestic science in the grammar schools, the Commission urged one room, 24 by 38 feet in size, with a ceiling as high as that of classrooms. The location should be on the first or top floor, on the sunny side, preferably in a corner room. The light should be from full-length windows placed on two sides.

There should be a dining-room, 14 by 16 feet, a cloakroom sufficient for thirty hooks with separate teacher's closet, and apron closets (for 100 pupils) built into the wall.

The requirements for domestic art in the grammar schools, as seen by the Commission, include:

One (1) room, 24 by 38 feet; ceiling as high as that of classrooms. The location should be on the first or top floor, on the sunny side, preferably a corner room. The light should be by means of full-length windows placed on two sides, with cloakroom sufficient for thirty hooks with separate teacher's closets, a locker room for hanging garments, preferably long and narrow, and a lavatory should be provided, if there is none on the same floor.

Miscellaneous Requirements.

Manual training requirements in the grammar schools were:

A floor space of 1,200 to 1,500 square feet, preferably a corner room on the first floor. The light should come from full-length windows placed on two sides. There should be a cloakroom sufficient for thirty hooks, with separate

THE MURDOCK BUBBLE-FONT

A DRINKING FOUNTAIN
THAT WILL NOT FREEZE



WHEN THE BELL TAPS

Then school children want to get out of doors. *THAT* is the place for them to get their drinks. NOT in halls, washrooms or basements.

THE DOCTORS SAY SO.

Common sense says so.

WHAT SCHOOLS NEED THEREFORE, IS DRINKING FOUNTAINS IN THE YARDS

The only one on the market that can be used in any climate during the entire year is the

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When children drink indoors they just *snatch* a drink. They think it is good fun to drink from a Bubble-Font and drink oftener. That's *good* for them.

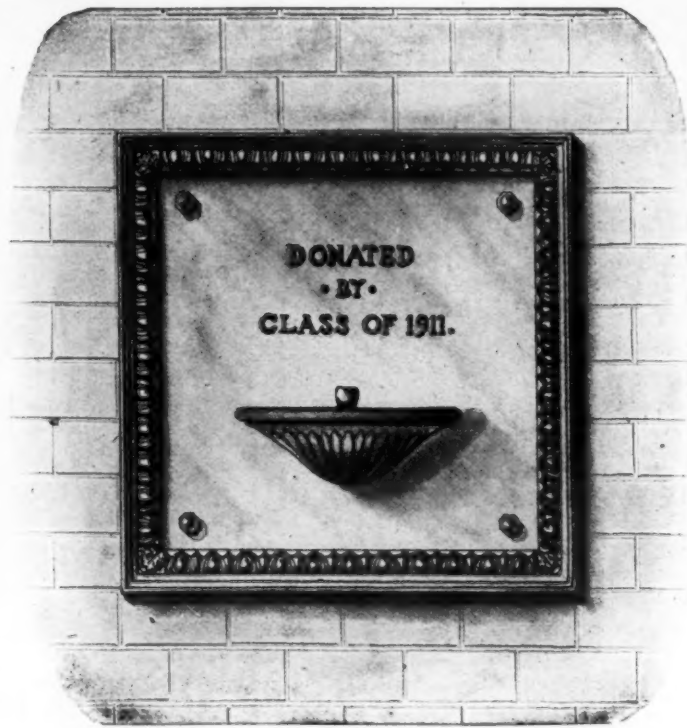
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Write for booklet and price

Why not the "Class of 1913?"



A Drinking Fountain is more useful and more permanent than any memorial your senior class can leave for your school.

The price of the fountain with bubbling heads of the latest and most up-to-date designs, is within the possibilities of the smallest class.

Write TODAY for information and catalog.

Rundle-Spence Mfg. Co., Milwaukee, Wis.

teacher's closet, a storage room at least 250 square feet in size, a stock room at least 150 square feet in size and a lavatory if there is none on the same floor.

To accommodate the shops in the Manual Training and Commercial High School, the Commission outlined the following program:

Shops shall all be on the ground floor, and shall have ceilings 14 to 16 feet high. All shops shall be 45 feet wide and varying in length as follows: pattern-making shop, 45 by 35 feet; turning and cabinet shop, 45 by 60 feet; carpentry and joinery shop, 45 by 60 feet; plumbing and sheetmetal shop, 45 by 60 feet. These four shops should be placed adjoining each other in the order named: machine shop, electric shop, forge shop and foundry.

In addition to the above, and centrally located, there should be a lecture room and demonstration room, to which any of the shop teachers may take his class. This room should be about 25 by 30 feet. There should also be an office for the director of shopwork and an entrance and exhibition hall. These shops should all be lighted from both sides, the outer walls being practically all glass from about three feet above the floor to the top, except for the columns supporting the roof trusses. The glass should be set in steel sash, the lower part of the windows set solid, with movable transom at the top.

For convenience of administration, lighting and accessibility, an "H" shaped plan seems the best arrangement for these shops. The first four shops named could form one side and the second four shops the other side, and in the middle, the demonstration room, director's office, an entrance and exhibition room.

GRADING, EXAMINATIONS AND PROMOTIONS IN PUBLIC SCHOOL WORK.

(Continued from Page 16)

In some localities, some progress has been made in the matter of promotions, but we are still far behind commercial progress in this respect. In business life, the employer has a

watchful eye on every employe and as soon as any one of them has qualified for the next higher position, he is simply notified and told what his duties shall be. Satisfactory service in business is equivalent to promotion—why not also in school work?

Some of the Things That a Sixth Grade Child Should Know.

The pupil at the end of the sixth school year, might be expected to know enough about a majority—not all—of the following to be able to converse or write intelligently about them. He should be allowed to select his own characters, events or places for descriptions. It is well to remember that the same event never appeals to ALL pupils alike.

(a) A knowledge of the names and facts relating to the most important discoverers.

(b) Some idea of the success, failure or difficulties encountered in most of the thirteen colonies.

(c) An idea of the disturbances in America prior to the Revolution.

(d) Some knowledge of the men upon whom the burden of the Revolution rested.

(e) A good, clear and fairly accurate knowledge of the real character and lives of at least a half dozen of the noblest men of this period.

(f) The story of some of the colonies, with names of principal people and events associated with each.

(g) Clearly the cause of the Revolution, the early disturbances and the attitude of the conflicting parties.

(h) Something of the home life of the colonists at this period and what a war might mean to each family.

(i) Where the war began, the changing theater of war, and the hardships of the American soldiers.

(j) How to describe in detail the most important conflicts of the war.

(k) Something of the patriotism displayed by women and men who were not engaged in fighting.

THE SELECTION AND TENURE OF ASSISTANT SUPERINTENDENTS AND SUPERVISORS.

(Continued from Page 8)

twenty-one out of the twenty-seven cities the judgment of the superintendent is depended upon to determine the eligibility of supervisors.

In eighteen of the twenty-two cities reporting assistant superintendents the assistant superintendents are elected by the school board on the nomination of the superintendent. In three cities the board alone appoints assistant superintendents and in one city the superintendent has full authority to appoint the assistants. The appointment of supervisors is made by the board on the nomination of the superintendent in twenty-two of the twenty-seven cities, by the board alone in two cities and by the superintendent alone in three cities.

In the matter of the tenure of office of assistant superintendents, ten cities report the term fixed or limited by law, other cities limit the term by rule of the board. In seven cities the term is indefinite, in nine cities the length of each term is one year, in one city two years, in two cities four years and in two instances the term is six years. In practical operation of the rules and practices the tenure is reported as for life in all but one city. Supervisors are appointed for indefinite terms in ten of the twenty-seven cities, in twelve the individual term is one year. In one city the term is three years and in one it is six years. Of the twenty-three reporting the point twenty-two report that in practice supervisors are kept in office for a life term.

In May the Great Problem of Pure



drinking water for healthy, growing school children confronts every school board of the country.

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for school yards and playgrounds give maximum efficiency.

If you have preferences in the matter of continuous flow or automatic shut-off fountains let us know and we will show you the best of both.



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N. O. Nelson Mfg. Co. Edwardsville, Ill.
St. Louis, Mo.

INDISPENSABLE REQUIREMENTS IN CITY SCHOOL ADMINISTRATION.

(Concluded from Page 14)

own educational affairs in those communities in which the board of education acting under general laws administers the school affairs and levies all the local taxes needed for that purpose as in those communities in which the board of education must annually get permission from the city hall to run the schools for another year.

The only difference is that, if schools are to be conducted at all, the first method is a vastly simpler, more permanent, more educationally efficient, and far less expensive a method than the second one. By it planning of school development in accordance with school needs from year to year is possible. By it the schools are set free to do an educational work without being enslaved to a political one. The control which the people have over their board of education is just as direct and immediate as the control which they have over their municipal officers. But the control which the people have over their board of education and the control which the board of education as direct representatives of the people has over the schools is vastly greater and more beneficial to the children than the control which the people have over the board of education and the welfare of the schools when a city hall stands between the people and the board of education and between the children and their right to an education.

In saying this I am not giving expression to any new and untried doctrine of school administration. I am stating the firm conviction of practically every man who has given thoughtful attention to this great subject. One year ago the Public Education Association of New York City issued a brief setting forth the expert opinions of some forty-one of the leading educators of the United States upon the educational features of the proposed new charter. There is not one of them who does not urge it as a thing of paramount importance that the schools be completely separated from the city administra-

tion. The details of the conduct of the recent school inquiry by a committee of the Board of Estimate is itself pro-oppositive that such a complete separation is imperative. It is a condition and not a theory merely which confronts public education. As Mr. Abraham Flexner has said: "No matter whether it ought to work best or not when the educational system is a part of the city government, as a matter of fact it doesn't. Every American city that has succeeded in improving its public school system has found it absolutely necessary to give that system quasi-independence; every American city that ties up its school system with the general municipal administration finds its school affairs inefficiently conducted."

The committee of fifteen of the National Education Association on elementary education in 1895 submitted a report on the organization of city schools. This report concluded with the statement: "All the circumstances of the case, and the uniform experience of the world, forbids our expecting any substantial solution of the problems we are considering until it is well settled in the sentiments of the people that the school systems of the greatest cities are only a part of the school systems of the states of which those cities form a part and are subject to the legislative authority thereof: until there is a plan of school government in each city which differentiates executive acts from legislative functions; which emancipates the legislative branch of that government from the influence of self-seekers; which fixes upon individuals the responsibility for executive acts, either performed or omitted; which gives to the intelligence of the community the power to influence legislation and to exact perfect and complete execution; which affords to every citizen whose interests are ignored or whose rights are invaded, a place for complaint and redress; and which puts the business interests upon a business footing, the teaching upon an expert basis and gives to the instruction that protection and encouragement which is vital to the development of all pro-

fessional and scientific work. This is our fighting program.

THE LANGUAGE OF SCHOOL BOOKS.

(Concluded from Page 12)

papers from the old files and be willing to submit them to critical review. We should not be asked to give blind assent to the bald assertion.

A change has come and it is difficult to make comparisons. The first article in the Atlantic Monthly for January, 1913, dealing with the changes in European political sentiment throws much light on the past compared with today. And if it is read with the schools in mind, it cannot help but shed light on that relationship also.

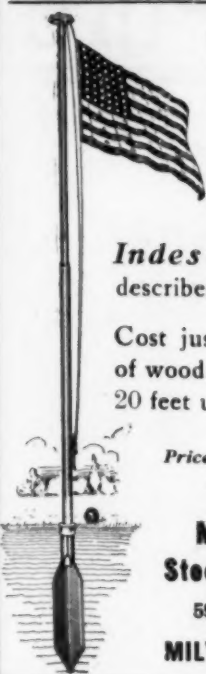
Professional Books Also Faulty.

In conclusion, a few quotations from two late books on education (intended for teachers or such as are preparing to teach) are given to show that these are also found to contain princely words.

The following words are culled from the pages of one: hedonic, teleology, socius, al'ter, atavism, autonomy, heteronomy, eject, genetic, phylum, milieu, coma, ethnology, egoism, sessile, dialectic, disparate, phylogeny, anthropomorphism.

And part of a paragraph from another reads thus: "Doubtless every hour thousands of little vegetative and physiological changes are taking place in the cortex, whose mental counterpart, if there be any, never rises into the realm of consciousness. The disturbance must be sufficiently severe, the body casting the shadow—to revert to the figure of Mercier—must be sufficiently opaque to cast a shadow * * * Disturbances which were at some former time accompanied by the closest conscious attention and adjustment of movements are no longer thus paralleled by consciousness * * * A complex activity once controlled by the high-

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est conscious centers is, through the force of habit, no longer so controlled * * * *"

These are a few examples of "book language". No studied attempt has been made in selecting the *unusual*, but books near at hand have been looked into. These, too, are comparatively recent books, such as are in daily use. It is hoped that the National Education Association will simplify the grammars and then continue its work with other books.

BISMARCK HIGH SCHOOL.

(Concluded from Page 23)

Johnson humidostats. The temperature in the classrooms, gymnasium and assembly hall is regulated by Johnson thermostats. The ventilation of the toilet rooms and lavatories is independent of the remainder of the building and is supplemented by exhaust fans.

The building throughout is lighted with electricity. A modern electric program system operated through the superintendent's office is installed. There is, also, an inter-communicating telephone.

The sanitary equipment of the building is of the best and all of the fixtures are of the standard school type. In each corridor there are several bubbling fountains. The exits of the building are all provided with anti-panic locks and bolts so that they can never be locked from the inside. As a precaution against fire two stand-pipes with hose reels on each floor have been provided.

The building cost a total of \$55,000 without equipment.

The plans were drawn by Mr. Arthur Van Horn of Bismarck.

THE CEDAR RAPIDS SANITARY IDEA.

(Concluded from Page 21)

provement in siphon-jet and silent-flushing closets has removed this objection altogether.

In the two new buildings erected for the Cedar Rapids board, from plans of Architects Charles A. Dieman & Company, the idea has been worked out almost ideally. In the Johnson school it has been possible, by facing the building squarely to the south, and by fitting the corridor windows with prism glass, to introduce sunlight into each toilet during several hours each day. A large light-and-air shaft adjoins each pair of toilet rooms, by which further light and complete ventilation are insured. The building is ventilated by means of a fan-plenum system and each toilet shaft has, in addition, a motor-driven exhaust fan so that

independent and positive change of air is insured every five minutes.

Possibly the only disadvantage of the Johnson school toilets is the placing of the doors so that every pupil must enter the wardrobe in view of practically the entire class. The diagonal slant of the doors gives not only a view of the entire wardrobe but of the toilet room beyond. While this enables the teacher to better supervise the wardrobes and toilets, it is a question whether this advantage is not overbalanced by the fact that the class has too free a view. The original plan of the building seems to have avoided this difficulty very nicely. The latter plan is also more compact and reduces the size of the cloakrooms to a safe minimum. It removes, too, the useless triangle of space in the classroom, caused by setting the wardrobe doors diagonally.

In the two new schoolhouses just completed at Perry, Ia., the plan has been brought much nearer to perfection than in the city where it originated. Here the cloakrooms are placed at the rear of the classrooms so as to be fully under the teacher's eye and still not within the sight of the class when engaged in all of its ordinary activities. In the four rear classrooms, there is direct outside light for each toilet and the remaining rooms are better lighted than in the Johnson school. The buildings will ultimately be enlarged by the addition of two rooms, set crosswise at each end of the corridors. These rooms will, also, have wardrobes and toilets with outside light.

The Cedar Rapids school authorities firmly believe that the distributive toilet plan is the solution of a most vexatious problem in school management. They are satisfied that they have contributed an important improvement in schoolhouse sanitation. The architects of the Cedar Rapids buildings are frank to admit that some improvements can still be made and will undoubtedly follow when the idea is taken up by other designers of schoolhouses.

PERRY SCHOOL BUILDINGS.

We are reproducing on page 20 a perspective and floor plans of two novel schools at Perry, Ia., constructed from plans by Charles A. Dieman & Company. The buildings are intended to meet the school needs of growing sections of Perry and have been designed to be doubled in size. The plans, as completed at present, contain four classrooms on each of the two floors. The arrangement is such that the stairways are on each end of the building and the

two rear classrooms are separated by a court giving direct light to the corridor.

The basement contains space for two classrooms which will be used for playroom purposes. Space for manual training is provided in one of the buildings and for domestic science in the other. The boiler room is in the area below the court formed by the upper rear classrooms. It is separated from the rest of the basement by brick walls, a concrete roof and fire doors and is in effect outside of the main building.

The first floor, as already stated, contains four standard classrooms, each designed to seat forty pupils and lighted from one side. The wardrobes are separate for boys and girls and have, in addition, individual toilet rooms on the Cedar Rapids plan. The corridors which are 12 feet wide, are fireproof, as are also the stairways. The second floor is identical in arrangement with the first floor, except that the space occupied by the teachers' room is utilized as an office for the principal. A mezzanine floor has been fitted up above each of the stairways as a restroom for children who may become ill.

When the population of the districts has grown sufficiently, it is planned to add four-room additions to each end of the buildings. This will make the schools full sixteen-room buildings.

The walls of the buildings are of tapestry brick and are backed with tile. The floors in the corridors and the stairways are all built of tile and steel and are also fireproof. The only combustible material is the floor joists in the classrooms and the roof. The construction is such that the building is almost ideally protected against fire and panic considering the fact that it contains some wood.

The heating system consists of direct radiation in each classroom supplemented with plenum ventilation. The fan which delivers fresh air into each classroom is guaranteed to furnish 50 cubic feet of air per minute for each pupil or ten complete changes of atmosphere every hour.

The buildings are finished very plainly with hardwood floors in the classrooms and plain oak trim. The walls are plastered and tinted.

The roof is flat and is covered with a composition roofing and the down spouts are taken down on the inside of the building along with the heating ducts so as to keep them free from snow and ice.

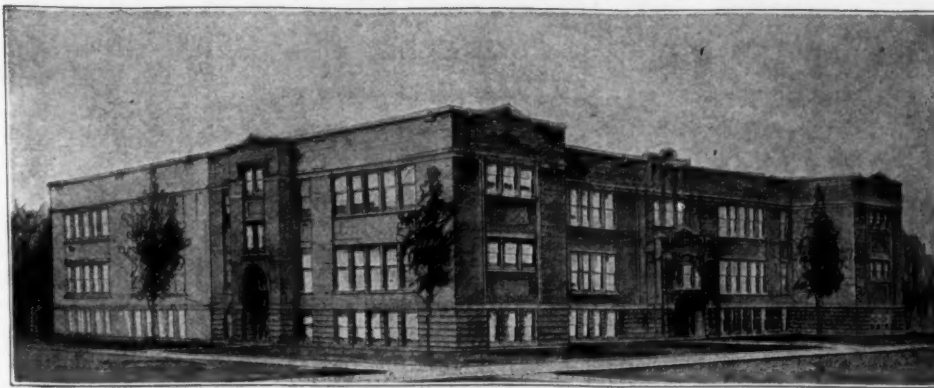
The buildings cost, complete, without movable furniture, \$30,000 each.

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ALABAMA.

Montgomery—The city commission has appropriated \$3,500 to rebuild the Cemetery Hill School for colored pupils. Tuscaloosa—Bids will be received April 2 for 4-room grammar school. W. E. Bennis, Archt., Bessemer; J. I. Harrison, clk.

Mobile—The board of school commissioners contemplates the erection of three grammar schools, one of sixteen rooms, one of fourteen rooms and one of four rooms. For information, address the secretary at Mobile.

ARIZONA.

Phoenix—Bonds, \$200,000, have been voted for new buildings.

Globe—The plans of Archt. Carl Haggstrom, Miami, were accepted for the new high school; \$50,000.

ARKANSAS.

Pine Bluff—Archt. M. Seligman has plans for 6-room school; \$15,000. Harty Hanf, secy.

Batesville—Agitation has begun for the erection of a new school at West Batesville.

CALIFORNIA.

Los Angeles—Proposals received April 3 for open-air classrooms at the Logan school. W. A. Sheldon, secy. Ventura—Archt. H. W. Glidden, Los Angeles, has plans for 3-room school, Briggs District. Lancaster—Bonds, \$10,000, have been voted for school building. R. B. Cameron, clk.

Coachella—A high school building will be erected for Coachella District; \$25,000. Santa Monica—Archts. Allison & Allison have been commissioned to prepare plans for the 6-room grade school on Central Avenue and also a 6-room addition to Roosevelt school. The former will have an auditorium. Sacramento—Site has been selected in the Gerber tract for high school building. Quincy—The Plumas county board of education has advertised for plans and specifications for a county high school building.

Highland—Plans and specifications have been received for school building. Mountain School Dist., \$16,000. Mrs. L. L. Parker, clk. Santa Maria—Plans and specifications have been received for one-story manual training and domestic science building; \$4,500. W. H. Rice, secy. Sutter Creek—Work will commence shortly on the new Amador county high school building. Merced—Site has been donated for a new grammar school for the Planada District in Merced county. Bonds, \$4,000, have been voted.

Fullerton—Archts. Tuttle & Hopkins, Los Angeles, have plans for one-story school building; \$50,000. San Jose—New plans and specifications have been adopted for a school in Hester school district. Senator Herbert C. Jones, Sacramento. Sacramento—Archts. Shea & Lofquist, San Francisco, have submitted plans for school building at E. and F. Thirteenth and Fourteenth Sts.; \$180,000. Riverside—Archt. Norman F. Marsh, Los Angeles, will prepare plans for the rebuilding of the burned school building.

COLORADO.

Rocky Ford—Bids received April 10 for 2-story gymnasium building; \$20,000. Wm. A. Fry, Archt., Pueblo. LaPorte—A 10-room school will be erected for the consolidated school district; \$15,000. John Sidney, Bellevue, secy.

CONNECTICUT.

Norfolk—Bids will be received by Archt. E. K. Rosster, New York, N. Y., for 8-room high school; \$40,000. Highwood—Archt. C. F. Townsend, New Haven, has plans in progress for 2-story school building; \$25,000. Seymour—The school board has discussed plans for the new school.

Deep River—Archts. Johnson & Burns, Hartford, have plans in progress for 2-story school building. Wallingford—Bids are being received for school building, chapel and convent, Holy Trinity Parish. R. W. Foote, Archt., New Haven. Stamford—Archt. Henry Marvin is preparing plans for new school on Lockwood Street. Windham—Arrangements have been made for the plans for a school building at Natchaug.

DIST. OF COLUMBIA.

Washington—Proposals received April 26 for engineering school for Washington Barracks. Maj. W. J. Barden.

FLORIDA.

Auburndale—The town plans to erect a school on Arabia Heights. Address town clerk. Milton—The Santa Rosa County Board of Education will erect a school to cost \$30,000.

Tampa—Bids received March 28 for 2-story school to be erected on Buffalo Avenue. W. R. Biggers, Archt. Arcadia—Archt. F. S. Kennard, Tampa, has plans for high school.

Orlando—The city will erect an 11-room grammar school; \$25,000. L. P. Hutton, Archt.

GEORGIA.

St. Marys—The city has voted \$10,000, bonds, for school. E. N. Stone, Mayor. Thomasville—The city has voted \$50,000, bonds, for the erection of a school. Waycross—Contracts will be let in April for West Waycross school to cost \$15,000 and addition to Gilchrist school to cost \$5,000. T. F. Lockwood, Columbus, Ga., and W. B. Camp, Jacksonville, Fla., Architects, respectively.

Collegepark—The Fulton county board of education is having plans prepared by Architects Carlton & Wolsoncroft, LaGrange, for a high school with auditorium. Decatur—Bids received March 28 for school; \$100,000. H. H. Green, chm.; Morris & Morris, Archts., Atlanta. Macon—Architects Blair & Adams, Macon, have been selected to prepare plans for a high school to cost \$100,000.

Athens—The city has voted \$100,000, bonds, for school improvements. J. W. Barnett, city engineer.

Summerville—The school district of Summerville voted \$20,000, bonds, for the erection of a school. Atlanta—Proposals received April 10 for 2-story school. Carlton & Wolsoncroft, Archts., LaGrange. Bids received April 15 for 2-story high school for Fulton County. A. Richardson, pres.

Americus—Bonds, \$35,000, have been voted for schools at Brooklyn Heights and East Americus; \$5,000, respectively; also a school for negroes, and the Furlow school to cost \$20,000. Address The Mayor. Cordele—The city plans to expend \$10,000 on a school building. Address The Mayor. Lyrly—Bonds, \$10,000, have been voted for school.

IDAHO.

St. Maries—Bids are being received for the construction of a school. H. G. Ellis, Spokane.

Grangeville—Plans have been completed for school; \$60,000. Contract to be let soon.

ILLINOIS.

Chicago Heights—Two 8-room ward schools will be erected. J. E. Whalen, secy. Granite City—Bids received April 10 for 2-story high school; \$45,000. Charles Pauly & Son, Archts. Bids received April 10 for one-story school building; \$6,000. Charles Pauly & Son, Archts. Danville—Preliminary sketches are being prepared for 2-story grade school; \$100,000. A. Partlow, secy. Canton—Archts. Hewitt & Emerson, Peoria, have plans in progress for 2-story grammar school; \$45,000. G. Powell, Secy. Madison—Bids received April 15 for 2-story addition to grade school; \$6,000. Charles Pauly & Son, Archts., Granite City. Penfield—Bids received April 10 for 4-room school building. J. F. McCoy, Archt., Danville; P. C. Gordon, secy. Towanda—Bids will be received for 4-room school building. Reeves & Baillie, Archts., Peoria. Georgetown—Preliminary plans are in progress for 2-story high school; \$40,000. J. White, secy.

Springfield—Archt. G. H. Helmle has plans in progress for 2-story Harvard Park school; \$40,000. J. H. Collins, secy. Archt. G. H. Helmle has plans in progress for addition to Stuart school; \$15,000. J. H. Collins, secy. Proposals received April 1 for remodeling and building of an addition to school, Dist. No. 188. H. M. Smith, pres. Decatur—Bids received March 26 for 4-room school building. Brooks & Bramhall, Archts. Bids received April 1 for 3-story building. St. Theresa's Academy. G. P. Stauduhar, Archt., Rock Island. Mt. Sterling—Archt. Ernest Wood, Quincy, will prepare plans for 8-room school building; \$22,000. (Special election to be held.) Kankakee—Proposals received April 7 for annex to Washington school. C. D. Henry, Archt.

Chicago—Bids received April 9 for 3-story addition to Nixon school. A. F. Hussander, Archt. Barry—Figures will be received for 3-story addition to school building. Archt. A. F. Hussander has plans for 3-story public school on Winthrop and Thorndale Aves.; \$225,000.

Galesburg—Archt. N. K. Aldrich has plans for 2-story school building (assembly hall and stage). St. Joseph's Academy. Moline—Plans have been submitted for 3-story high school; \$200,000. Dr. A. M. Beal, pres.; Eckland & DeArment, Moline, and N. S. Patton, Chicago, Archts. Canton—Archts. Hewitt & Emerson, Peoria, have signed a contract for the erection of the new grammar school; \$50,000. Chicago—

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A new school will be erected at South Wood and Selden Sts., and one at West Taylor and South Throop Sts. Plans have been approved by the school management committee of the board for a school building in connection with the juvenile detention home.

INDIANA.

Valparaiso—Bids received March 22 for 2-story school building; \$10,000. C. E. Kendrick, Archt., Gary. Valparaiso—Bids received March 28 for one-story school in Union township; \$5,500. W. O. McGinley, trus. Fort Wayne—Archt. J. M. E. Riedel has plans in progress for addition to school building, to include bowling alley and gymnasium; \$15,000. Rev. August Lang, pastor, Evan. Luth. Church, Bloomington—Bids will be received for 2-story high school; \$85,000. Mahurin & Mahurin, Archts., Ft. Wayne; J. Smith, Supt. Milroy—Bids received April 3 for 2-story high and grade school; \$40,000. E. E. Dunlap, Archt., Indianapolis. Clinton—Bids will be received for 8-room grade school; \$25,000. J. G. Vrydagh, Archt., Terre Haute. Stockwell—Bids received April 3 for 8-room school; \$25,000. Padgett & Dickinson, Archts., Terre Haute; John Coyner, trus. Stockwell. Kokomo—Archt. E. E. Dunlap, Indianapolis, has plans in progress for 8-room school with assembly hall, domestic science and manual training departments and a gymnasium; \$25,000. J. D. Van Sickle, trus. Pimento—Archts. Padgett & Dickinson, Terre Haute, have plans in progress for 8-room school building; \$20,000. Walter Oliphant, trus. Mishawaka—Figures received March 26 for 3-story grade school. H. H. Richards, Archt., Chicago, Ill. Indiana Harbor—Archt. W. C. Hudson, Gary, has plans in progress for school building. St. Francis Parish; \$25,000. Logansport—Bids received about April 1 for 2-story high school; \$200,000. H. L. Bass & Co., Archts., Indianapolis. Pittsboro—Archt. W. H. Albersmeier, Indianapolis, has plans in progress for 8-room school; \$25,000. R. L. Dillon, trus. Pittsboro. Nora—Bids received April 14 for 4-room school with assembly hall. H. L. Bass & Co., Archts., Indianapolis. Gary—Site has been selected for school at South Tolleston; \$30,000.

Muncie—Bids will be advertised May 1 for 3-story high school; \$200,000. R. M. Hetherford, secy. Francesville—Archts. Freyermuth & Maurer, South Bend, have plans in progress for 2-story school; \$25,000. Mace—Bids will be received April 12 for 2-story addition with assembly hall. Layton Allen, Archt., Indianapolis.

Fort Wayne—Figures received April 15 for one-story school, St. Joseph Twp.; \$5,000. Griffith & Fatr, Archts.; M. Costello, trus. Bids will be received for 2-story orphan's school; \$14,000. C. B. Weatherhogg, Archt. Martinsville—Archt. J. W. Gaddis, Vincennes, has plans for 2-story high school; \$25,000. C. Nutter, secy. South Milford—Bids received April 25 for 2-story school building (add.); \$10,000. Sylvester Francis, trus. Etna Green—Figures received May 1 for 4-room school building in Prairie Twp., Kosciusko Co. Ellwood & Ellwood, Archts., Elkhart; W. B. Anglin, trus. Winamac—A 6-room school building is contemplated for this summer.

New Ross—Archt. Layton Allen, Indianapolis, has plans and will receive bids for 4-room addition April 26. J. W. Miller, trus. Indianapolis—Bids will be received for 8-room addition to school. Herbert Foltz, Archt. Montgomery—Archt. M. H. Johnson, Jr., Brazil, has plans in progress for 2-story addition to school; \$18,000. G. B. Drew, trus. Cloverdale—Archt. M. H.

Johnson, Jr., Brazil, has received bids for 2-story school; \$10,000. Elkhart—Archts. Elwood & Elwood have plans for two 2-story school buildings in Richland Twp. Geo. Shaffer, trus. St. Louis Crossing—Contract has been let for erection of one-story school. E. E. Dunlap, Archt., Indianapolis. Columbia City—Site has been purchased for school in South Ward. Work will start this fall.

IOWA.

Cedar Falls—The citizens have voted bonds for a new school in Cedar Heights. Dewar—Archt. J. T. Burkett, Waterloo, has plans for one-story school to be equipped with blackboards and seating. A. D. Clark, secy. Inwood—A bond issue has been voted for new school. Lorimer—Bonds, \$20,000, have been voted for new school. Ware—Bids will be received for one-story school. Winfield—Bonds, \$4,000, have been voted for addition to school. Mason City—Bids received April 15 for erection of ward building, addition to McKinley school and a manual training and household arts building. R. L. James, secy.

Waterloo—Figures received April 22 for 3-story grade school; \$45,000. J. G. Ralston, Archt. Lohrville—Sketches have been submitted for school building; \$25,000. L. D. Willis, Archt., Omaha. Derby—School will be erected. Bids received April 12. Cedar Falls—Queenwood school district will erect a school building this summer. Hopkinson—School will be erected at Hardscrabble. Lakota—Bonds have been voted for the erection of an addition to the school. Manchester—School will be erected. Radcliffe—Agitation has been started for a new school. Blockton—Architects have been asked to submit plans for a new school. Ellsworth—Bonds, \$15,000, have been requested for a new school building. Fort Dodge—Addition will be built for Sacred Heart school. Parkersburg—School will be erected in Pleasant Valley township this summer. Palmer—Bids received April 7 for remodeling of school. H. R. Peulley, secy. Waukon—Bids will be received for school, Dist. No. 7. C. O. Siekmeir, Winfield—Bonds have been voted for erection of school. Burlington—The citizens have voted to erect a new school to cost \$50,000, to be located on North Hill.

Anamosa—Bids will be received for 2-story school building; \$50,000. C. A. Dieman & Co., Archts., Cedar Rapids; E. A. Osborne, pres. Perry—Bids received April 25 for two 2-story school buildings. C. A. Dieman & Co., Archts., Cedar Rapids; W. Winejar, secy. Bagley—Archt. J. C. Woodward, Council Bluffs, has plans for 8-room school building; \$20,000. Bids in April 24. Troy Mills—Bids are being received for one-story school; \$5,000. C. A. Dieman & Co., Archts., Cedar Rapids. Strawberry Point—Archt. J. W. Brown, Cedar Rapids, has been commissioned to prepare plans for 2-story school building. Denison—Archt. J. M. Nachtigall, Omaha, Neb., has plans in progress for 4-room school building. St. Rose of Lima Church. Rev. Fr. M. J. Farrelly, Valley Junction—Archts. Proudfoot, Bird & Rawson, Des Moines, have plans in progress for 2-story school building (rem.). Waterloo—Bids received April 22 for school in Galloway. J. G. Ralston, Archt.; Ira Rodamar, secy. Curlew—Bids received April 14 for school. James Degnan, secy. Brooklyn—School will be erected; \$50,000. Villisca—Bonds, \$45,000, have been issued for new school. Correctionville—School will be erected at Smithland; \$15,000. Ida Grove—High school will be erected to cost \$16,000. Hopkinton—School will be built.

Clarion—Archt. O. H. Carpenter, Iowa City, has



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plans in progress for a high school building (manual training and gymnasium); \$50,000. J. H. Sams, pres. Walnut—Bids received April 14 for 2-story school building; \$30,000. O. H. Carpenter, Archt., Iowa City; C. R. Spangler, secy. Sigourney—Figures received May 1 for 4-room school building; \$15,000. D. T. Seger, Archt.; F. L. Goeldner, secy. Council Bluffs—Archt. F. E. Cox has plans for 2-story addition to school; \$15,000. J. J. Hughes, secy. Smithland—Bids received April 28 for 2-story high school building; \$14,000. J. H. Craddock, Archt., Omaha, Neb. Center Junction—Archt. O. H. Carpenter, Iowa City, has plans in progress for 2-story school building. T. D. Dawson, pres. Muscatine—Archt. H. W. Zeldler has plans in progress for 2-story school, German Lutheran Church. Nora Springs—Archt. O. H. Carpenter, Iowa City, has preliminary sketches for 2-story school building; \$30,000. F. Hofmaster, pres. Monticello—Archt. O. H. Carpenter, Iowa City, has sketches for school building. Dr. T. Redmond, pres. Clemons—Archt. O. H. Carpenter, Iowa City, has plans in progress for 2-story school building (4 rooms and assembly) at North Clemons Grove. Mr. Howard, pres. Oskaloosa—Competitive plans are being received for 2-story school building; \$30,000. Wilke—School will be erected. Bids have been advertised for addition to Avenue B school. Winfield—Two-story school will be erected; \$4,000. G. Washburn, Archt., Burlington; J. M. Lindley, secy. Traer—Bids received April 26 for school, Sub-Dist. No. 5. Geo. Dougan, secy. Emmetsburg—Archt. W. F. Keefe, St. Paul, has plans for 2-story convent and school. Clinton—The school board is seeking a site for a new high school for the independent school district. O. P. Bostwick, Supt. Mason City—The school board has selected the plans of Archt. J. H. Jeffers for the new manual arts and Jackson school building.

KANSAS.

Kincaid—School will be erected; \$8,000. Tescott—Plans have been submitted for 2-story high-and-grade school; \$13,500. U. E. Heckert, clk. Moundridge—Figures received April 4 for 2-story high-and-grade school; \$13,000. Dr. J. J. Allen, secy. Solomon—Bonds have been voted for 2-story addition to school with assembly hall and gymnasium; \$5,000.

Topeka—Proposals received April 19 for school. F. P. Rude, dir.

Olathe—Archt. E. O. Brostrom, Kansas City, Mo., has plans in progress for two-room school; \$4,000. Mr. Ackerman, supt. Rosedale—Addition will be built for high school. Bonds, \$28,000, have been voted for the building.

Coffeyville—The school board is considering the building of a three-room addition for the school. Leavenworth—A 2-story school building is proposed for the children of the army post; \$15,000. Plans will be prepared at Washington, D. C.

KENTUCKY.

Whitesburg—The city will erect a high school. Address The Mayor. Hazard—The county board of education and the trustees of the Hazard graded school will erect a school building.

Louisville—Archt. Fred Erhart has plans for 2-story school building, St. Joseph's Church; \$10,000. Rev. Fr. A. Wilbering, Buena Vista—Archt. E. Stamler, Lexington, has plans for 2-story school building; \$6,000. Mrs. Jennie Higgins, supt., Lancaster.

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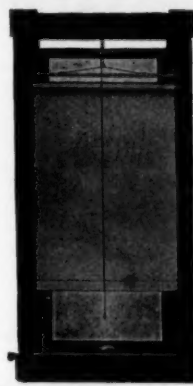
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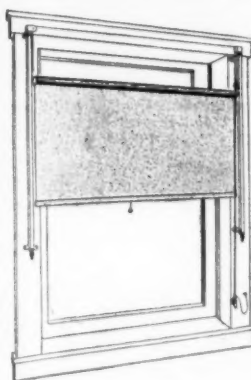


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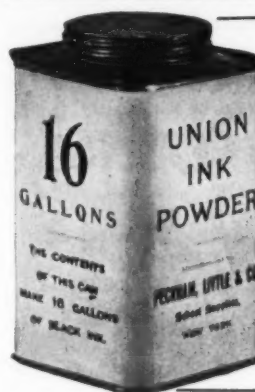
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Lexington—St. Paul's Catholic Church will erect a school to cost \$10,000. Rev. Fr. L. DeWagenaere, pastor. Shelbyville—Archts. Joseph & Joseph. Louisville, have been asked to draw plans for a high school in Shelby graded school district. Louisville—Bids received June 1 for 12-room grade school with gymnasium; \$40,000. J. E. Henry, Archt.

LOUISIANA.

Alexandria—A 3-story boarding school will be erected for the Sisters of Divine Providence; \$80,000. New Orleans—Sacred Heart Academy will erect a one-story addition to school; \$39,000.

Convent—An appropriation of \$6,500 was made by the police jury for a high school at Romeville, near Timberton Junction.

MARYLAND.

Childs—Archts. Kendall & Smith. Washington, D. C., have received estimates for 2-story school building. St. Francis DeSales Church; \$20,000. Rev. Fr. Isenring, vicar. Towson—Competitive plans will be received for state normal school. Chas. J. Linthicum, chm. building committee.

Govans—The Baltimore county school board will erect an addition to the Willow Avenue school. Halethorpe—The Baltimore county school board will erect a two-room school. Pikesville—The Baltimore county school board will erect an 8-room school. Reisterstown—The Baltimore county school board will erect an 8-room addition for the Franklin school. Cockeysville—Two-story addition will be built for school. A. S. Cook, secy.

MASSACHUSETTS.

Abingdon—Archts. Loring & Phipps. Boston, have plans for 2-story school building; \$25,000. Waltham—Archts. Brainard & Leeds. Boston, have plans in progress for 2-story school building; \$10,000. Springfield—Supt. J. H. VanSickle has presented to the school board plans and courses of study for a vocational school to be located at the old Benton Street school. The school will have provisions for horticulture, gardening, agriculture, poultry raising, etc.

Tewksbury—Figures received April 5 for 4-room school; \$7,000. W. L. Floyd, Archt., Lowell. Lawrence—Archt. C. B. J. Snyder. New York, N. Y., has conferred with the school authorities regarding the erection of a central grammar school on Haverhill St.

Springfield—Archts. Kirkham & Parlett have plans in progress for 3-story high school of commerce; \$500,000. Williamsburg—Bids received April 8 for 2-story school building. E. C. & G. C. Gardner, Archts., Springfield. Auburn—Archt. E. T. Chapin. Worcester, has plans for one-story school building. Brockton—The city is planning the erection of a building to be used exclusively for the girls of the high school; \$300,000. A model cottage for the domestic science department will be erected on the high school grounds.

MICHIGAN.

Detroit—Bids received March 31 for 2-story Stephens school. Malcomson & Higginsbotham, Archts.; C. A. Gadd, secy. Bids received March 31 for 2-story

Grand River school. Malcomson & Higginsbotham, Archts. Bids received March 31 for 2-story addition to Russell school. Malcomson & Higginsbotham, Archts. Mass—Bids received April 15 for 2-story school building; \$25,000. Derrick Hubert, Archt., Menominee; Dr. F. J. Larned, secy. Greenland—Bids received April 15 for 6-room school; \$25,000. Dr. F. J. Larned, secy. Pottsville—School will be rebuilt.

Detroit—Proposals received March 31 for 24-room school and two 20-room schools. C. A. Gadd, secy. Grand Rapids—Archt. C. G. Vierhellig has plans for 4-story seminary building. St. Joseph's seminary. Ironwood—Figures will be received May 1 for 25-room grade school with assembly hall; \$100,000. Anderson & Williams, Archts., Green Bay, Wis. Lansing—Bids received March 31 for 2-story school building; \$35,000. J. N. Churchill, Archt. Harbor Springs—Engr. H. E. Smith, Lansing, has plans for one-story school building; \$16,000. Bids received March 31. Bloomington—Archt. R. M. Gallop. Kalamazoo, has plans in progress for 2-story school building. A. E. Haven, secy. Allen—Proposals received April 10 for school. E. A. Bowd, Archt., Lansing. Sault Ste. Marie—Four-room school will be erected.

Webberville—Archt. H. W. Pipp, Ann Arbor, has plans for one-story school; \$12,000. R. C. Smith, secy. Munising—Bids received April 15 for 2-story school and convent. Rev. J. F. Dittman.

Detroit—Contracts will be let May 1 for 2-story Grand River grade school. Malcomson & Higginsbotham, Archts.; C. A. Gadd, secy. Contracts will be let May 1 for 2-story Russell school. Malcomson & Higginsbotham, Archts. Lansing—New bids will be received for 2-story school. Sylvia Hunter, secy. Negaunee—Archt. J. D. Chubb, Chicago, Ill., has plans for a 2-story school with basement, to be used for manual training purposes.

MINNESOTA.

Buffalo—Bids received March 26 for school including heating and ventilating. Andrew Dixon, clk. Utica—Bonds, \$7,500, have been voted for new school. Chaska—Bids received March 30 for parochial school. Rev. Fr. Germain. Victoria—Contract has been awarded for Catholic parochial school. Chisholm—Plans will be ready May 1 for 3-story high school. Bell, Tyrie & Chapman, Archts., Minneapolis.

Clinton—Propose erection of a school to cost \$20,000. Mahanomen—Bonds, \$25,000, have been voted for school building. Fulda—School will be erected to cost \$40,000. New Ulm—High school will be erected. Duluth—Contract will be let shortly for the addition to the Carpenter school. Smithville—The school board has decided to erect a new school.

Fairbault—Proposals received April 15 for erection of 4-room school and addition to Lincoln school. C. H. Johnston, Archt., St. Paul. Owatonna—Sacred Heart Academy will be rebuilt. Ashereek—School will be erected. Mabel—Bonds, \$20,000, have been voted for new school. Plans by Dr. Haines, a local resident. Tracy—Archts. Alban & Hausler have plans in

progress for high school to be equipped with blackboards, domestic science, laboratories, library and gymnasium; \$35,000. Plans ready May 1. Aurora—Contract will be let May 1 for foundation of 2-story school building. J. W. Schenck. Lake City—Plans will be ready April 15 for addition to high school. Alban & Hausler, Archts., St. Paul. Farmington—Plans will be ready May 1 for 2-story high school with auditorium and gymnasium. Alban & Hausler, Archts., St. Paul. Lester Prairie—Bonds, \$3,500, have been voted for addition. Witoka—A consolidated school will be erected; \$10,000; A. C. Loomis, county supt. Duluth—Archt. F. G. German has submitted plans and specifications for a 4-room addition to Lakeside school to include an auditorium. Bids received.

Elmore—Bids received May 1 for erection of school. Hebron Twp. William Franke, secy. Minneapolis—Plans completed April 20 for 3-story high school (auditorium, manual training, domestic science and horticulture); \$60,000. F. E. Halden, Archt., Aurora—Bonds, \$65,000, have been voted for school building. St. Peter—School will be erected; \$15,000 to \$20,000. Chisholm—Bonds, \$210,000, have been voted for erection of school. Crookston—Bids received April 15 for high school; \$130,000. Montevideo—Bonds, \$100,000, have been voted for a new central high school building.

MISSISSIPPI.

Woodville—Contract will be let April 15 for the erection of a county agricultural high school building (two stories); \$30,000. Overstreet & Spencer, Archts., Jackson.

MISSOURI.

St. Louis—Archt. Wm. B. Ittner has plans for new Carroll School to be erected at Tenth and Carroll Sts., and to include domestic science and manual training departments, a gymnasium, office, and store room; \$20,000. Breckenridge—The township of New York is considering the erection of a township high school. St. Louis—Bids are being received for 2-story school. St. Cronin's Church; \$20,000. Rev. J. T. Foley, pastor. Chillicothe—Bids received April 8 for 2-story parochial school; Rev. Odela; Ludwig Abt, Archt., Moberly.

St. Louis—Bids received April 3 for addition to school. W. B. Ittner, Archt. Louisiana—Archts. J. H. Felt & Co., Kansas City, have preliminary plans in progress for 2-story high school; \$43,000. B. M. Campbell, clk. St. Joseph—A 2-story school is contemplated for St. Patrick's Church, Sisters of St. Joseph. Rev. A. Newman, pastor.

Kansas City—Archt. W. E. Brown has plans in progress for 2-story school. St. Stephen's Church; \$15,000. W. E. Brown, Archt. Joplin—The Catholic congregation will erect a parochial school and parish house. Rev. T. F. Lillis, bishop, Kansas City. St. Louis—Site has been purchased on the south side of Clayton Avenue for a school building. C. P. Mason, secy.

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board. Popular Bluff—High school will be erected; \$50,000. Work will start soon.

Carthage—Arch. A. Ehlers, Carthage, has plans for 4-room addition to school. Mr. Hall, clk., R. F. D., Webb City. Joplin—A grade school is contemplated to cost about \$30,000. D. K. Wenrich, secy.

MONTANA.

Worden—A combined grade and high school will be erected in Dist. No. 24. Roundup—Bids will be received April 7 for school, Dist. No. 2. Bigtimber—Plans are being prepared for high school.

NEBRASKA.

Albion—Plans will be ready about April 1 for 2-story high school; \$55,000. John Latenser, Archt., Omaha; James Fox, secy.

Lehigh—The election for a new school building was successful.

Jackson—Bids have been received for the reconstruction of the Catholic school. W. L. Steele, Archt., Wayne—Plans have been accepted for new school. Friend—A Catholic school will be erected, Auburn—Plans have been submitted for school. Tilden—Proposals received April 29 for addition and alterations to school. W. F. Gernandt, Archt., Omaha.

Grand Island—Arch. O. R. Kirschke has plans in progress for 2-story school building; \$30,000. S. E. Sinke, secy. Plans are in progress for 2-room addition, \$7,000. O. R. Kirschke, Archt., Falls City—Architect will be selected for the 2-story high school; \$65,000. F. Brecht, secy. York—Election will be held to vote bonds for school building and repairs; \$30,000; Mrs. S. A. Meyers, secy. Center—School will be erected. Utica—Agitation has been started for a new school.

NEW JERSEY.

Plainfield—Bids will be received for addition to high school; \$60,000. Wilder & White, Archts., New York, N. Y. Elizabeth—The United Hebrew Institution contemplates the erection of a school building to cost \$20,000.

Atlantic City—Bids received April 24 for 4-story school building; \$180,000. Stout & Reibenack, Archts., Orange—Arch. A. D. Sneden, New York, N. Y., has plans for 2-story school building (alt. and add.). Audubon—Bonds, \$30,000, have been voted for two schools, one at Haviland Ave., and another at Mansion and Oak Sts.

Lawrenceville—Bids received April 7 for 2-story preparatory school; \$25,000. A. H. Taylor, Archt., New York, N. Y. Gloucester City—School will be erected in the First Ward; \$20,000. J. F. Blandy, mem. building commission.

Jersey City—Bids are being received for 3-story school, Church of the Sacred Heart; \$50,000. Oakley & Sons, Archts., Elizabeth. Somers Point—Bids received April 18 for 2-story school building; \$45,000. E. M. Henderer, Archt., Ocean City. Moorestown—Arch. A. H. Moses is preparing plans for a school.

NEW YORK.

Albany—Arch. W. H. Van Guysling is preparing plans for a public school to cost \$250,000. J. H. Herzog, pres. Binghamton—Plans will be ready about April 1 for 3-story high school; \$375,000. C. E. Vosbury, Archt.; B. T. Ash, chm. building committee. Canisteo—Arch. Otis Dockstader, Elmira, has plans for 8-room school building. East Worcester—Arch. Oren Flach, Schenectady, has plans for 2-story school building. Eli Pierce, chm. building committee. Buffalo—A public school and a high school will be erected at South Buffalo.

Saratoga Springs—Plans have been prepared for school building, Skidmore School of Arts. Dr. C. F. Keyes. Clymer—Bids received April 5 for high school. John Oonk, secy. West Hampton Beach—Four-room addition will be built to school; \$15,000.

New York—Archts. Parish & Schroeder have plans for 6-story addition to training school; \$80,000. Flushing—Proposals received April 7 for school building at Corona, L. I. C. B. J. Snyder, Archt., Syracuse—Bids received April 21 for 8-room Bellevue school with assembly; \$75,000. Russell & King, Archts. Bids received April 14 for addition to Elmwood school; \$40,000. Merriek & Randall, Archts. Kingston—Competitive plans have been received for high school; \$200,000. M. J. Michael, Supt. Schools. Utica—Bids received April 15 for 12-room parochial school; \$40,000. J. A. Hobbes, Archt.; St. Agnes Church, owner. Otisville—Six-room school building will be erected. Dunkirk—Arch. H. L. Spann, Buffalo, has plans for 2-story school, St. Mary's Church. Buffalo—Bids received April 11 for 16-room school No. 57.

Rochester—Bids received April 20 for one-story addition; \$100,000. Gordon & Madden, Archts. Watertown—Two school buildings will be erected (new building and addition); \$65,000 and \$35,000. Mr. Tisdale, chm. Rochester—Figures will be received this spring for one-story school at Brighton; \$12,000. W. O. Dryer, Archt.; Mr. Laass, mem. board. New York—Public school No. 178 will be erected on Dean Avenue to cost \$434,000; Public School No. 179 will be erected on Avenue C and will cost \$434,000; Public School No. 48, with auditorium, to be erected at Sixtieth St. and Eighteenth Ave. at a cost of \$317,000; School will be erected at Sixth and Stewart Aves., at a cost of \$317,000; Public School 169 will be erected at Seventh Ave. and Forty-third St. (auditorium); at a cost of \$317,000; Public School No. 95 will be erected on Van Sicken St., to cost \$239,000; Public School No. 100 on West Third St., Coney Island, to cost \$239,000.

NORTH CAROLINA.

Taylorsville—The city has secured plans for the remodeling and the erection of an annex for the school building; \$4,000. Smallwood & Coley, Archts., Raleigh.

Hamlet—The town commissioners will remodel the graded school building and provide four additional rooms; \$10,000.

Oxford—The city voted \$20,000, bonds, for the erection of a school. D. G. Brummitt, Mayor. South Mills—The city voted \$10,000 bonds, for high school. Address The Mayor. Inston-Salem—The school board will erect a school at Fairview. Newbern—Bids received April 10 for school building and dormitory, Craven County Farm Life School. S. M. Brinson, secy.

Kenly—Archts. Sayre & Baldwin, Anderson, have plans for 10-room school with auditorium; \$20,000. Scotland Neck—The school district voted \$16,000, bonds, for school. Canton—The county board of education has decided to erect a school in North Canton. D. M. Cagle, chm. board.

NORTH DAKOTA.

Kathryn—Bids received April 25 for addition to school. K. Olaberg, clk. Grand Forks—The Walsh County agricultural board has selected a site for a school. Center—Two schools will be erected.

Gardner—Bids received April 25 for school. Hancock Bros., Archts., Fargo.

Ardoch—Bids received April 16 for addition to school. Mrs. J. M. Bain, Belvidere—Bids will be received for school. Geo. D. Perry, clk. Jamestown—Bloom School District is considering the erection of a school this summer. Fessenden—The Bloomington school board has decided to build a new school.

OHIO.

Cincinnati—Arch. Anthony Kuntz, Jr., has plans for 4-room addition to school. Rev. Geo. H. Vonder Abe, St. Agnes Church. Elyria—Arch. P. A. Rissman has plans in progress for 12-room high school (library, study rooms, lockers, gymnasium and auditorium). Plans have been prepared for 12-room and 4-room grade schools. Plans have been completed for 4-room addition to school. R. S. Slisbee, Archt., Wellsville—Archts. Howard & Merriam, Columbus, have plans in progress for 14-room school with gymnasium, manual training and domestic science; \$100,000. Dr. W. D. Quinn, pres. Coldwater—Arch. Anthony Kuntz, Jr., has plans in progress for 6-rooms and auditorium; \$20,000. Rev. J. S. Schopp, Holy Trinity Church. Maumee—Bids received for 2-story school building and auditorium. Mills, Rhines, Bellman & Nordhoff, Archts., Toledo. Swanton—Figures received April 10 for 2-story school and parish residence at Raab. W. R. Dowling, Archt., Toledo. Mentor—School will be erected.

Cleveland—Arch. F. S. Barnum has plans for 3-story school building; \$140,000. F. G. Hogen, dir. of schools. Proposals received April 30 for 2-story school building; \$85,000. F. G. Hogen, dir. Berlin Heights—Bids received March 31 for high school with assembly hall, library and classrooms; \$12,000. H. C. Millott, Archt., Sandusky. Castalia—School building will be erected in Margarette twp.; \$30,000. Worthington—Proposals received April 5 for school, Sub-Dist. No. 1, Sharon twp. Englewood—Preparations have begun for the erection of the high school.

Norwood—Bids received for 2-story school (add.

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By Sherman C. Kingsley

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domestic science, manual training, gymnasium); \$50,000. Bausmith & Drainie, Archts., Cincinnati. Ashtabula—Architect is to be selected August 1 for the erection of a 3-story high school; \$125,000. Dr. W. S. King, pres. Site has been purchased for 2-story centralized school for Ashtabula county; \$12,000. M. D. Payne, clk. Sandusky—Bids received May 9 for 3-story school building (auditorium, gymnasium, art, manual training, domestic science); \$275,000. L. B. Keller, clk. Johnstown—Bids received for 2-room addition and heating plant; \$16,000. F. L. Packard, Archt., Columbus. Marysville—Bonds, \$80,000, have been voted for high school. Address clerk. Marion—Archt. C. E. Richards, Columbus, has been ordered to prepare plans for the Lincoln school to be erected on Pearl St.; \$40,000. North Jackson—Archts. Kling & Zenk, Youngstown, have been selected to design the new school to be erected this summer.

OKLAHOMA.

Hennessey—Plans are being prepared for school; \$25,000. Address The Mayor. Forgan—Archts. W. E. Hulse & Co., Woodward, have plans in progress for 2-story school building; \$9,000. W. P. Rogers, chm. Sharon—Bids received April 21 for 2-story school building; \$5,000.

OREGON.

Halfway—Archt. M. P. White has plans for one-story school building; \$7,000. Forest Grove—Archts. Bell & Wilding have plans for 2-story school; to include locker rooms, assembly hall and 12 classrooms; \$30,000. Portland—Plans have been received for alteration and addition to Weston school. Veronia—Site has been purchased for high school. Roseburg—Bonds, \$20,000, have been sold for the new Yoncalla school. Cottage Grove—The citizens will vote on the question of issuing \$10,000 in bonds for a high school. Portland—The school board has purchased a site for a school in Vernon district between East Nineteenth and Wygant Sts.

PENNSYLVANIA.

Philadelphia—Archts. E. F. Durang & Son have plans in progress for 2-story school building; \$8,000. Erie—Two-story school will be erected, Sacred Heart Church. J. P. Hernot, Archt., Oil City. Archts. J. W. Yard & Son have plans in progress for school building. Punxsutawney—Archt. J. C. Brenot, Oil City, has plans for 6-room parochial school. Rev. J. Link. Bids in April 10. Chambersburg—School building will be remodeled. Samuel Gelwix, supt. Hazleton—School building will be erected at Green Ridge. Joseph Gabriel, supt., Hazleton. Williamsport—Bids received May 6 for high school. E. I. Taylor, chm. building committee. Huntingdon—Plans have been accepted for grammar school to be erected in the Fourth Ward; \$40,000. Derry—Bids received April 24 for school. J. H. Patterson, secy. Philadelphia—Site has been purchased on East Rittenhouse and Haines Sts., for a parochial school, Congregation Mission St. Vincent de Paul. Pittsburgh—Archts. Vrydaugh & Wolfe will prepare plans for the new school to be erected at Stanton Ave. and Meadow St.; \$250,000. D. B. Oliver, chm. Lanerch—Bids received April 7 for 2-story school

building; \$50,000; Haverford Township. H. C. Richards & Wesley Blithe, Archts., Philadelphia. Munhall—Figures will be received April 15 for 2-story school building; \$15,000. W. G. Eckles, Archt., New Castle. Shillington—Bids received April 9 for 2-story addition to school; \$12,000. C. A. Mohn, secy.

Philadelphia—Bids are being received for one-story school building (alt. & add.); \$3,000. Lost Creek—Bids received June 1 for one-story school building. W. D. Hill, Archt., Pottsville. Frank Donohoe, secy. Bids received June 1 for one-story addition. W. D. Hill, Archt. Old Forge—Figures are being received for addition to school. O. S. Duckworth, Archt., Scranton. Marysville—Proposals received April 14 for additions and alterations to Maple Ave. school. Hauer & Mowere, Archts., Philadelphia and Lebanon. Pittston—Bids received April 21 for 4-room additions to Jefferson, Cleveland and Lincoln schools. Reilly & Schroeder, Archts., Wilkesbarre. Orelan—Archts. Schermerhorn & Phillips, Philadelphia, are preparing plans for the remodeling of a school at East Orelan. Upper Dublin Twp. Fort Washington—Archts. Schermerhorn & Phillips, Philadelphia, are preparing plans for school, Upper Dublin Twp. Threestuns—Archts. Schermerhorn & Phillips, Philadelphia, have plans for remodeling of school, Upper Dublin Twp. Pottstown—The school board has voted to issue \$65,000 in bonds for new buildings and equipment. Narberth—Archts. S. & P. H. Davis, Philadelphia, have plans for 3-story addition to school; \$25,000. Allentown—The school board is discussing the question of a site for a school. Shamokin—Propose a loan of \$150,000 for a new high school.

RHODE ISLAND.

Woonsocket—Plans have been completed for high school; \$93,000.

SOUTH CAROLINA.

Spartanburg—Plans have been prepared for the first of a series of proposed buildings for the Textile Industrial Institute (3 stories); \$25,000. Address C. P. Hammond.

Florence—Plans have been prepared for new school; \$10,000. Pelham—Pelham school district will erect a school at Greer (Rural Station). M. C. Kling, trus.

SOUTH DAKOTA.

Huron—High school will be erected; \$75,000. Clear Lake—Bids received May 3 for school building in Norden Twp. Carl Henningson, clk. Bids received May 3 for school. F. J. Erickson, Altamont.

Selby—Bids received April 21 for high school. Geo. Issenbuth, Archt., Huron. St. Lawrence—School will be erected to replace the one destroyed.

Rapid City—Bids received April 20 for the construction of the central portion of the new high school. Morris Appel, pres.

TENNESSEE.

Pulaski—Addition will be built for school; \$4,000 to \$5,000. Victoria—School will be erected near Carolina Chapel. W. C. Moore, chm. building committee.

TEXAS.

Indian Gap—Bids received for 2-story school. E. E. Yarbrough, secy. Mineola—The city will erect a high school; \$13,000. P. E. Wallace. Nordheim—Bids received April 1 for school building. J. H. Yentsen, de-

signer. Wichita Falls—The independent school district has received proposals from architects for several school buildings.

Denison—Bids have been received for high school. A. O. Watson, Archt., Austin. Dickinson—The city has voted \$15,000, bonds, for school. Hartley—School Dist. No. 1 has voted bonds, \$15,000, for school. Address The Mayor. Smiley—Bids received April 10 for two-story school. H. T. Phelps, Archt., San Antonio. Sourlake—The school district has voted \$5,000, bonds, for school. Water Valley—The citizens propose the erection of a school; \$8,000. Grand Prairie—\$20,000, bonds, have been voted for the rebuilding of the school. Waco—The building committee of the school board has outlined the preliminary plans for a school to be erected at Twentieth and Alexander Sts., North Waco. Plans are also to be made for additions to the South Eighth St. school and the Sanger Ave. and North Seventh Street school.

UTAH.

Ogden—The county board of education has authorized the preparation of plans for a new school at Harrisville.

VIRGINIA.

Norfolk—The city council has been requested to issue \$30,000, bonds, for 10-room annex to Monroe school to the erection of a 10-room school. Richmond—Bids received April 3 for 24-room school at 26th and Lehigh Sts.; \$80,000. Bids received April 21 for Sidney school. C. P. Wolford, clk.; C. M. Robinson, Archt.

Portsmouth—The school committee of the city council has recommended the appropriation of \$40,000 for a colored school of sixteen rooms. Rockymount—School will be erected; \$12,000. H. D. Dillard.

WASHINGTON.

Winthrop—Bids have been received for 8-room school; \$15,000. Heath & Gove, Archts., Tacoma. Seattle—School will be erected at Madison St. and Thirty-second Ave. School will be erected to replace the Lake building. Reardan—School will be erected in Dist. No. 48. William Carstens, clk.

Spokane—Bids received April 24 for construction of school. Hoquiam—Bids received April 15 for 3-story high school. Hubbard Tuttle, Goldendale—Bids have been received for high school. E. F. Flower, dir. Castlerock—The citizens have voted to purchase a site for high school. Bellingham—Proposals received April 5 for manual training building at the State Normal School. A. Lee, Archt., Bellingham. Rosalia—School will be erected in North Pine District, Spokane county. Modern equipment will be installed.

WISCONSIN.

Fond du lac—The school board has advertised for plans and specifications for 10-room school. Bonds, \$50,000, have been voted. Mr. Bloedel, pres. Wausau—Bids received for school at Stettin, Dist. No. 6. August Mielke, clk. Couderay—Bids received May 1 for school. H. A. Milyler, Archt., St. Paul; R. W. Reiser, chm. Oshkosh—A Catholic high school will be built; \$35,000. Lomira—Contract has been awarded for erection of 2-story school; \$15,000. Rhinelander—Bids received April 21 for completion of high school building. Gust. Swedberg, secy.



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Some years ago, Dr. James B. Angell, at that time president of Michigan University, while traveling through a prosperous farming community in western Ohio, was attracted by a square brick building set solidly on a hilltop and surrounded by an aggressive cupola.

Drawing rein at a neighboring farmhouse, according to the Saturday Evening Post, he inquired what the building might be.

"That there building," drawled the farmer, "is Highgate University."

"Impossible!" exclaimed Doctor Angell. "You must be mistaken; that surely cannot be a university!"

"Yes, it can," asserted the Buckeye calmly. "I know it is, because I am one of its alumnus."

Depends on Point of View.

Former Secretary Wilson of the Department of Agriculture was praising in Washington the agricultural school at Cornell.

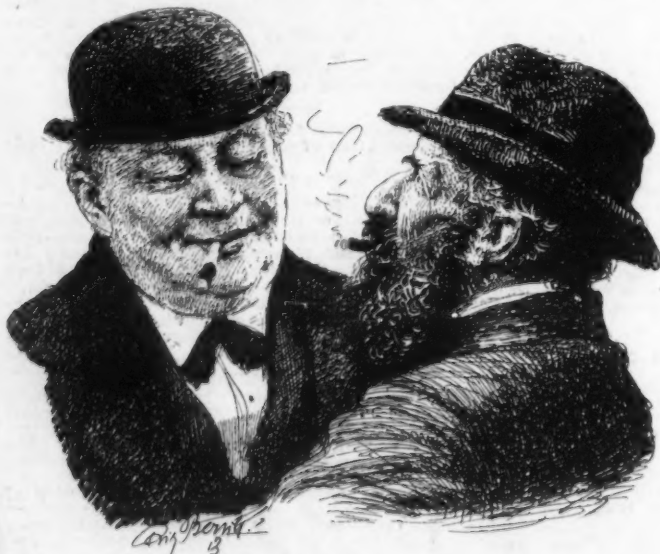
"It is a practical school," he said according to the Detroit Free Press: "It wastes no time on useless things. It teaches practical and scientific farming."

"This school's viewpoint reminds me of the young farmer who was asked:

"Which should one say—a setting hen or a sitting hen?"

"It's immaterial which one says," the farmer answered. "But it's tremendously material, on the other hand, that we should ask ourselves, when a hen cackles—

"Has she been laying, or is she lying?"

**Heard at the School-Board Convention.**

First School-Board Member—"How many terms has the superintendent in your city served?"

Second School-Board Member—"Served? Great Scott! none! He has enjoyed the emoluments and perquisites of half a dozen, though."

Probably Necessary.

A distinguished theologian was invited to make an address before a Sunday-school. The divine spoke for over an hour and his remarks were of too deep a character for the average juvenile mind to comprehend. At the conclusion, the superintendent, according to custom, requested some one in the school to name an appropriate hymn to be sung.

"Sing 'Revive Us Again,'" shouted a boy in the rear of the room.—*Life*.

Slightly Mixed.

Teacher—"Mary, what is a Veteran?"

Mary—"A-a horse doctor."

Dr. Payson Smith, state superintendent of instruction for Maine was once inspecting a country school. In taking charge of geography recitation he told of the nicknames of the states and how these are applied to the people.

"Now," he said, "the people from Indiana are called 'Hoosiers,' the people from South Carolina, 'tar heels,' the people from Michigan we know as 'Michiganders.' Now what little boy or girl can tell me what the people of Maine are called?"

"I know," piped up a voice from the corner. "Well," smiled the Doctor, "what are they called?"

"Maniacs," replied the innocent youngster.

"Why are you late for school, Sam?" asked the displeased teacher.

"Well, I was crossin' the street when a cop said, 'Here, boy, mind the steam roller,' so I stayed and minded it until he came back."

Dusty.

A school inspector, noted for his idiosyncrasies, happened to notice that a terrestrial globe in one of the classrooms was very dusty. This annoyed him, and, putting his finger on the globe, he cried out:—

"There's dust here an inch thick!"

"It's thicker than that, sir," calmly replied the new teacher.

"What do you mean?" asked the inspector, sharply.

"Why," came the answer, "you've got your finger on the Desert of Sahara."

A Bird.

Teacher—"Children, what creature is that in ornithology which has a very long neck, has something to do with trimming big hats, does its fighting by scratching and kicking, and often gives cause to men to be afraid?"

Eager Pupil—"I know, teacher!"

Teacher—"Well, Sammy, what is it?"

Sammy—"An old maid!"

**The Puzzle.**

Teacher—Does that question bother you, Little 'Rastus?

Erastus—Not in de leas'. Hit's de answer what boddies me.—*Life*.

The Question.

The professor was delivering the final lecture of the term. He dwelt with much emphasis on the fact that each student should devote all the intervening time preparing for the final examinations.

"The examination papers are now in the hands of the printer. Are there any questions to be asked?"

Silence prevailed. Suddenly a voice from the rear inquired:

"Who's the printer?"

The music-teacher was tired and perhaps a bit impatient, and the little pupil imbibed knowledge slowly. At last the teacher exclaimed:

"Oh, Harold, can't you learn anything right?"

"Yes, if I'm taught right," was the innocent-ly impertinent reply.

Confirming the Opinion.

Mr. E. H. Scott, the genial president of the publishing house which bears his name, believes that school books should be issued with much care. This takes time, but Mr. Scott will never rush an author, his editors or his printers.

A publisher of another type met Mr. Scott recently and inquired rather sarcastically why a set of new upper-grade readers had not been completed. "Why," said he, "we can put out a set of readers in three months and think nothing of it."

"And I suppose the whole school-public of America will think the same," said Mr. Scott coldly.

Im Jahre 1913.

Lehrer—"Was hat Daniel wohl zuerst getan, als er aus der Loewengrube entkommen war?"

Der kleine Alfred—"Er hat an seine Frau telephonierte, dass er gesund sei."

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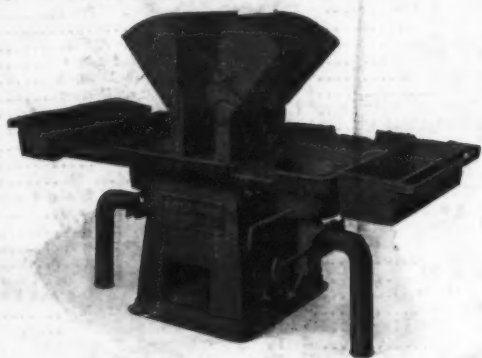
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